

EDUCATION/POLICY COMMITTEE MEETING
Monday, November 2, 2020
5:30 P.M.
NLSD Media YouTube Channel

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

Also in attendance: Mr. Fedorcha, Mr. R. Kern, Mr. A. Kern

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

MINUTES

EDUCATION

- Second Quarter Instructional Model (Mr. Link)
 - Mr. Link Shared that Lehigh County is in the Substantial Level of Transmission and we will continue to monitor the data to determine if a change in instructional model. PDE notified us today if we remain in the substantial designation, they will release a recommendation that districts

in Lehigh County transition to fully remote instruction. It will remain a local decision though.

- Mr. Link will release an update to the community tomorrow with updated information.

- Overview of Accessing Online Platform from a Family Perspective (Principals)

- PE:

- At Peters Elementary School, most of the feedback has come directly from parents or from our monthly Parent Engagement Meetings. The initial issues revolved around accessing the online programs and getting accustomed to the expectations. We have worked internally to address these issues. Teachers have done an outstanding job with communicating with families whenever there is a question regarding Google Classroom, the Learning Management System we use at Peters. Teachers have also worked to streamline the educational offerings to make accessing information easier. I created a video for each grade level designed for people who have little background or experience in the fundamentals of the technology we are using. These videos have been sent to families and are currently on the school website.
 - At the most recent Family Engagement Meeting, Mr. Pyne and I had the opportunity to demonstrate to those in attendance, what someone sees at different grade levels from the student perspective. After the presentations, there were few questions, but one concern that arose was regarding communication. If there are parents with children who are at multiple buildings. To improve communication practices, at Peters we are now posting any pertinent communications that go to all families to Google Classroom. Although this may sound redundant, it is easier for families with multiple children to confirm which child a communication is about.

- SE:

- At Slatington Elementary School we identified two major areas for adjustment to improve access and ease of use for students and families working remotely. The first barrier that emerged was the challenges with navigating multiple tabs to access content and activities. In response we have worked with students on using the split screen function while they are here at school and determined that hard copy materials could be sent home and remain at home to ease this difficulty.

- A second concern, particularly at the opening of the year, was difficulty for parents logging into curricular programs that are outside of the Google Classroom to review their children's work and check for completion. In response to this we worked on streamlining as many aspects of the curriculum as possible into the google classroom, and where direct integration was not possible teachers created video walkthroughs to better assist parents as they learned the system. As the quarter moved forwards, our experience and feedback suggested that these two interventions--along with increased fluency in navigating the system due to daily practice-- have dramatically reduced this as an issue.

- Finally, we are identifying that, while the vast majority of students and families have been engaging successfully and established routines within the home that work, we still are working with a number of families struggling with managing student learning habits and routines. This is resulting in attendance issues and poorer grades. In response we are developing a "playbook" for helping these families establish systems similar to those used in school to provide structure and positive reinforcement. Additionally, we will be kicking off what we hope to be a recurring series of teacher-led workshops to support parents in this as well as in better understanding the curriculum and learning tools that we use throughout the year.

- NLMS:
 - Minimal issues with parents having difficulty understanding/navigating Google Classroom- since the start of school year it has become almost non-existent at this time
 - Factors why it is different than elementary
 - Students have been using Google Classroom for at least 2 years
 - Students are older and more self-sufficient
 - Students train parents
 - Parents start to disengage at mid-level
 - When a parent has had a question or issue
 - Dealt with on individual basis
 - Teachers walked parents through either via email/phone or video
 - Mrs. Brown walked parents through
 - Any PowerSchool issues Mrs. Waylen walked parents through

- NLHS:

- ❑ More independence from students than is being described at younger levels.
 - ❑ Issues needed greater parental oversight (Attendance and grades as trigger topics) occurs on a case by case basis. It has been included in attendance conferencing and routine conversations with parents.
 - ❑ CANVAS and Google Classroom are both used. Google is used by more teachers.
 - ❑ Professional development most recently centered on organizing the virtual space and making the online classroom more user friendly.

- ❑ Mr. Kern requested that the district will offer access to the supports for caretakers, not just parents/guardians. He suggested that we post them on the website. He also noted that many of the young children struggle with the keyboarding fluency skills.

- ❑ Math 180 (Mrs. Dotta)
 - ❑ Mrs. Dotta explained that the district will be utilizing Math 180 as an evidence based curriculum for our most at risk students and students with IEPs. This will be a partner program to our Read 180 program and will be funded through a grant to support learners with special needs during the pandemic and through Medical Access funds.

POLICY (Dr. Stoker)

- ❑ [Policy #340](#) - Responsibility for Student Welfare
 - ❑ Dr. Stoker explained the language in the proposed updated policy. The board members on the committee recommended the policy be placed on the November Board agenda for first reading consideration.

- ❑ [Policy #705](#) - Facilities and Workplace Safety
 - ❑ Dr. Stoker explained the language in the proposed updated policy. The board members on the committee recommended the policy be placed on the November Board agenda for first reading consideration.

- ❑ [Policy #803](#) - School Calendar
 - ❑ Dr. Stoker explained the language in the proposed updated policy. The board members on the committee recommended the policy be placed on the November Board agenda for first reading consideration.

❑ [Policy #907](#) - School Visitors

- ❑ Dr. Stoker explained the language in the proposed updated policy. The board members on the committee recommended the policy be placed on the November Board agenda for first reading consideration.

Next meeting is tentatively scheduled for Monday, January 4, 2021 at 5:30 p.m.