

Saucon Valley School District

Academic and Personnel Committee

March 17, 2020 – 5 pm

District Office Conference Room

Welcome to the meeting of the Academic and Personnel Committee. Our objective is to serve the students, parents, and residents of our community. You are an important part of this meeting and we look forward to your questions and comments.

We are all here for the same reason. All opinions are welcomed and equally valuable. Our only request is that we address each other with civility and respect. Our courtesy toward each other is the best way to show our students how much we respect them as well.

**Committee Members - Susan Baxter, Cedric Dettmar, Tracy Magnotta,
Shamim Pakzad**

Committee Agenda

- I. **Call to the Order** – *Tracy Magnotta, Committee Chair*
- II. **Pledge of Allegiance**
- III. **Recording of Attendance** – *Tracy Magnotta, Committee Chair*
- IV. **Motion to Approve Agenda**
- V. **Approval of Minutes** – February 18, 2019
- VI. **Courtesy of the Floor to Visitors – Agenda Items Only** – *Visitors should state their name and address*
- VII. **Discussion**
 - A. Report on Data Warehouse Vendors
 - B. Computer Science for All – Implementation Plan 2020-2021
 - C. Policy 209.2 – Food Allergy Management
- VIII. **New Business**
- IX. **Old Business**
- X. **Citizens' Inquiries and Comments** – *Visitors should state their name and address.*

XI. Announcements

Future Meetings ~

Wednesday, April 1, 2020

Tuesday, April 21, 2020

Wednesday, May 6, 2020

XII. Motion to Adjourn Meeting

The Saucon Valley School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap.

Academic and Personnel Committee of the Board
February 18, 2020 5pm, District Office

Meeting called to order 5:05pm by Mr. Dettmar.

Pledge of Allegiance

Attendance: Mr. Dettmar, Mrs. Baxter, Mrs. Magnotta (via phone), Dr. Pakzad, Dr. Butler, Dr. Rosenberger, Ms. Tamara Gary, Mrs. Jaime Vlasaty, Mr. Bob Frey, Mr. Shawn Welch, Mr. Mike Karabin, Mrs. Sandy Miller, Deb Lacey.

Agenda approved for the meeting this evening, 02/18/2020 motion by Dr. Pakzad and second by Mrs. Baxter.

Minutes from the 02/05/19 meeting were approved – motion by Dr. Pakzad and second by Mrs. Baxter.

Courtesy of the Floor to Visitors: None

Agenda:

1. **Parent Communication Policy** – The committee conducted a second review of the proposed parent communication policy. Dr. Butler went through the draft policy, citing edits made from feedback at the February 5th meeting. Further feedback included a need for further specificity for the high school, a renaming of the title for the policy and verification with the solicitor's office on assigning the policy a number, consultation with the solicitor's office to ensure there are no conflicts with child find process. The policy will continue to be updated and will move forward to the Board on February 25th.
2. **National Math and Science Initiative (NMSI)** – Dr. Butler reviewed the NMSI model and purpose of implementation. The budget was also discussed. NMSI has secured funding for approximately 90% of the cost leaving SVSD to cover 10%. This District allocation would come from the Ready to Learn Grant. Dr. Butler will contact NMSI to find out further details on the funding source being provided by NMSI. A request was made that teachers involved share what they have learned and brought back to the classroom.
3. **Policy Review: 012, 103, 103.1, 104, 222, 323, 423, 523, 913** – There was discussion on the various policies. A question was asked if policy 103 (Nondiscrimination/discriminatory harassment – School and Classroom Practices) could be combined with existing policy 249 (Bullying/Cyberbullying). Dr. Butler will check with the District solicitor. Additionally, policies that refer to student discipline will make reference to the student handbooks. The committee is moving all policies to the Board for a first reading.

New Business – None

Old Business - None

Meeting adjourned at 7:15pm (motion by Dr. Pakzad and second by Mrs. Baxter).

Data Warehouse Pros and Cons

| | Pros | Cons |
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| EdInsight | <p>Ease of Use</p> <ul style="list-style-type: none"> • Extensive reporting capability/availability • Will do uploads automatically, syncs nightly with Power School • Integrates with most other systems • Easy to use: Everyone can customize their Dashboard (Attendance, Behavior, Academic Data) • Time saving/resources saving with collection of data and evaluation leaving room for application and use with students to improve performance and learning • May be able to eliminate use of DIBELS, SWIS Can set goals and click on reports to send home to parents <p>Assessments</p> <ul style="list-style-type: none"> • Has assessment builder • Has some built in assessments <p>MTSS</p> <ul style="list-style-type: none"> • MTSS and goal setting: has notes feature • Can track progress monitoring <p>Data Analysis</p> <ul style="list-style-type: none"> • Can analyze to standard and skill level <p>Curricula Connection</p> <ul style="list-style-type: none"> • Store curriculum in system - searchable • Connects with lesson planner • Tag by DOK level <p>Professional Development</p> <ul style="list-style-type: none"> • Coaching through the year for gradual roll-out | <p>Ease of Use</p> <ul style="list-style-type: none"> • Integration with Schoology is in the works but not done • Doesn't integrate with PS IEPS • Depending on how much we choose to roll over from PT, would involve some clerical work <p>Assessments</p> <p>MTSS</p> <p>Data Analysis</p> <p>Curricula Connection</p> <p>Professional Development</p> |

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| | <p>with staff; coaching for statewide data and trends</p> <p>Other</p> <ul style="list-style-type: none"> • Kanduloo - Instructional tool for PA | <p>Other</p> |
| <p>LinkIt!</p> | <p>Ease of Use</p> <ul style="list-style-type: none"> • Would digitize all assessments • Would update data within 48 hours <p>Assessments</p> <ul style="list-style-type: none"> • Has built in assessments • If building assessments, this is the tool <p>MTSS</p> <p>Data Analysis</p> <ul style="list-style-type: none"> • Analytics are easy to use and top notch • Triangulating local/state/national by standard <p>Curricula Connection</p> <ul style="list-style-type: none"> • Tag DOK Levels/Question item analyses <p>Professional Development</p> <ul style="list-style-type: none"> • PD onsite/online and account manager <p>Other</p> <ul style="list-style-type: none"> • Group feature is a plus (to group students) | <p>Ease of Use</p> <ul style="list-style-type: none"> • Seems basic and limited in functionality and options • Clunky/Cumbersome/Appears that many clicks are necessary to create and run reports, etc. • Appearance not appealing • Doesn't integrate with Schoology <p>Assessments</p> <p>MTSS</p> <ul style="list-style-type: none"> • No MTSS/RTI/Tracking Interventions (coming) • No mass entering of interventions • No ability to trace interventions and keep notes <p>Data Analysis</p> <ul style="list-style-type: none"> • Great for assessment analysis ONLY: if PLC with local/state analyzing, then this is it; we need more <p>Curricula Connection</p> <p>Professional Development</p> <p>Other</p> <ul style="list-style-type: none"> • Hasn't seemed to advance in 2 years |

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| Performance Matters | <p>Ease of Use</p> <ul style="list-style-type: none"> • Similar to P+ • My Unique View Dashboard • Integrates with SMS • Plans in the next few years for the upgrade/integration of Schoology/PS <p>Assessments</p> <ul style="list-style-type: none"> • Assessment Builder - customize assessments (nice but not our top priority) • Item Bank • Has text-to-speech; highlighting tools <p>MTSS</p> <ul style="list-style-type: none"> • Early warning indicators <p>Data Analysis</p> <ul style="list-style-type: none"> • Item Analysis • Standard Analysis <p>Curricula Connection</p> <p>Professional Development</p> <p>Other</p> | <p>Ease of Use</p> <ul style="list-style-type: none"> • Integrated products • Click heavy • Filter for reports not user friendly (too many, multiple options) • Doesn't allow for quick reporting • Doesn't integrate with Schoology yet- vague to how/when that will happen <p>Assessments</p> <ul style="list-style-type: none"> • Still a bit cumbersome • Additional money for more item banks <p>MTSS</p> <ul style="list-style-type: none"> • Can't keep notes • Just an assessment/reports piece <p>Data Analysis</p> <p>Curricula Connection</p> <p>Professional Development</p> <p>Other Customer service of late has been less-than-stellar</p> |
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Saucon Valley School District

Policy

Title – 209.2 Food Allergy Management

Section – 200 Pupils

Adopted – April 8, 2008

Revised –

Content

Purpose

The Board is committed to providing a safe and healthy environment for students with severe or life-threatening food allergies and shall establish policy to address food allergy management in district schools in order to:

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction.
3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

The focus of food allergy management shall be on prevention, education, awareness, communication, and emergency response.

Authority

The Board adopts this policy in accordance with applicable state and federal laws and regulations, and the guidelines established jointly by the PA Department of Education and PA Department of Health on managing severe or life-threatening food allergies in the school.

Definitions

Food allergy - an abnormal, adverse reaction to a food that is triggered by the body's immune system.

Medical Plans of Care - written documents individualized for a particular student with a severe or life-threatening food allergy to address the student's needs throughout the school day, including:

1. **Emergency Care Plan (ECP)** - a medical plan of care based on the information provided in the student's Individualized Healthcare Plan (IHP) and distributed to all school personnel who have responsibilities for the student which specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed.
2. **Individualized Healthcare Plan (IHP)** - a medical plan of care that provides written directions for school health personnel to follow in meeting the individual student's healthcare needs. The plan describes functional problem areas, sets goals for overcoming problems, and lists tasks/interventions to meet the goals. The IHP shall include a Food Allergy Medical Management Plan developed by a student's personal healthcare team and family, which shall outline the student's prescribed healthcare regimen and be signed by the student's board-certified allergist, family physician, physician assistant or certified registered nurse practitioner.
3. **Related Services Component in Individualized Education Program (IEP)** - that part of an IEP for a student receiving special education and related services which includes reference to development and implementation of an IHP and ECP for students with a documented severe or life-threatening food allergy as well as identifying the medical accommodations, educational aids and services to address the student's needs.
4. **Section 504 Service Agreement** - a medical plan of care which references development and implementation of an IHP and ECP as well as other accommodations, educational aids and services a student with a documented severe or life-threatening food allergy requires in order to have equal access to educational programs, nonacademic services and extracurricular activities as students without food allergies.

Guidelines

Prior to enrollment in the district or immediately after diagnosis of a food allergy, appropriate medical plans of care such as an ECP, IHP, Section 504 Service Agreement and/or IEP shall be developed for each student identified with a food allergy. Plans shall be developed by the school nurse, in collaboration with the student's

healthcare provider, the student's parents/guardians, district or school nutrition staff, the student, if appropriate, and any other appropriate persons.

Where a medical plan of care is developed, it should carefully describe the plan for coverage and care of a student during the school day as well as during school-sponsored activities which take place while the student is under school jurisdiction during or outside of school hours. Medical plans of care shall include components that (1) provide information to the school nutrition service regarding each student with documented severe or life-threatening food allergies and (2) educate affected students about safe food handling practices, as developmentally appropriate.

Medical plans of care should include both preventative measures to help avoid accidental exposure to allergens and emergency measures in case of exposure, including administration of emergency medication.

A complete set of a student's current medical plans of care related to food allergies shall be maintained by the school nurse. Information or copies of the different components of a student's medical plans of care shall be provided to appropriate personnel who may be involved in implementation of the medical plans of care.

Accommodating Students With Disabling Special Dietary Needs

Students with food allergies may be identified, evaluated and determined to be disabled, in which case the district shall make appropriate accommodations, substitutions or modifications in accordance with the student's medical plans of care.

The district must provide reasonable accommodations, substitutions or modifications for students with disabling dietary needs. The student's physician shall determine and document if the student has a disabling dietary need. Examples of a disability under this policy would include metabolic conditions (e.g., diabetes), severe food allergies or cerebral palsy.

Students who fall under this provision must have a written medical statement signed by a licensed physician, which shall be included with the student's IHP. The medical statement must identify:

1. The student's special dietary disability.
2. An explanation of why the disability restricts the student's diet.
3. The major life activity(ies) affected by the disability.
4. The food(s) to be omitted from the student's diet.
5. The food or choice of foods that must be provided as the substitute.

Accommodating Students With Nondisabling Special Dietary Needs

The district may, at its discretion, make appropriate accommodations, substitutions, or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision must have a written medical statement signed by a physician, physician assistant or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet.
2. The food(s) to be omitted from the student's diet.
3. The food or choice of foods to be substituted.

Confidentiality

The district shall maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations and Board policy.

Delegation of Responsibility

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, shall develop administrative regulations to implement this policy or adopt as administrative regulations the suggested guidelines developed by the Pennsylvania Departments of Education and Health and National School Boards Association (NSBA) guidance on managing severe or life-threatening food allergies in district schools. The administrative regulations shall address management of severe or life-threatening food allergies in classrooms and instructional areas, school cafeterias, outdoor activity areas, on school buses, during field trips, and during school activities held before the school day and after the school day.

Administrative regulations should address the following components:

1. Identification of students with food allergies and provision of school health services.
2. Development and implementation of individual written management plans.
3. Medication protocols, including methods of storage, access and administration.

4. Development of a comprehensive and coordinated approach to creating a healthy school environment.
5. Communication and confidentiality.
6. Emergency response.
7. Professional development and training for school personnel.
8. Awareness education for students.
9. Awareness education and resources for parents/guardians.
10. Monitoring and evaluation.

The Superintendent or designee shall annually notify students, parents/guardians, staff, and the public about the district's food allergy management policy by publishing such in handbooks and newsletters, on the district's website, and through posted notices and other efficient methods.

Legal

24 P.S. 1422.3
Pol. 113
Pol. 103.1
Pol. 210
Pol. 210.1
7 CFR 15b.40
Pol. 113.4
Pol. 209
Pol. 216
Pol. 121
Pol. 246
Pol. 808
Pol. 810
Pol. 146
Pol. 805
P.S. 1422.1
PA Code 12.41
U.S.C. 1232g
U.S.C. 1400 et seq
U.S.C. 794
U.S.C. 12101 et seq
CFR Part 15
CFR Part 35
CFR Part 99
CFR Part 104

CFR Part 300

Pol. 103

Safe at Schools and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies – National School Boards Association
Pennsylvania Guidelines for Management of Food Allergies in Schools:
Recommendations and Resource Guide for School Personnel – Pennsylvania
Departments of Education and Health