

The Service Model Task Force Summary Notes
Notes
11.18.2020

Virtual Discussion Groups

<p>Virtual Room 1, Dr. Harley Williams</p> <p>Gianna Harrison Andrew Zupnick Diane Goodney Erica Hecker *Erin Clary (Note taker) Mike Klapper Lauren Rubin</p>	<p>Virtual Room 2, Leisan Smith</p> <p>Shaun Snodgrass Marlee Snowdon Josh Price Olivia Pfund Jessica Rubin Emily Johns Liz Magee Britt Collier-Gibson *Jason Caudill (Note taker)</p>
<p>Virtual Room 3, Susan Drake</p> <p>Liana Coutts Meghan Kroll Bill Manchester *Mark Frank (Note taker) Jacob Garrett Kelsy Harr Lindsay Lieb Emily Kalush</p>	<p>Virtual Room 4, Dr. Colleen Boyle</p> <p>Victoria Powers *Stacy Bell (Note taker) Ben Pinciotti Cathy Kauffman Mike Price Carleton McGrady Bonita Stephens Katie Sarvas Sam McMasters</p>

Absent: Lindsey Friedstrom, David Hodge, Frank Parker

The Charge: The Task Force will evaluate district structures and assess new options to *increase contact time and consistency with Bexley students* without diminishing the quality of teaching and learning and the health and safety efforts in place.

The Goal: Determine a continuum of service models

Essential questions to be answered by the Task Force and workgroups

1. How ***might we revise our existing service model*** to increase contact time and consistency with our students without diminishing the quality of teaching and learning and health and safety efforts at the start of the second semester?

2. What **new** service models would enhance our continuum of service models with increased contact time and consistency with students without diminishing the quality of teaching and learning and health and safety efforts at the start of the second semester?

3. How do we **engage** stakeholders and communicate our work?

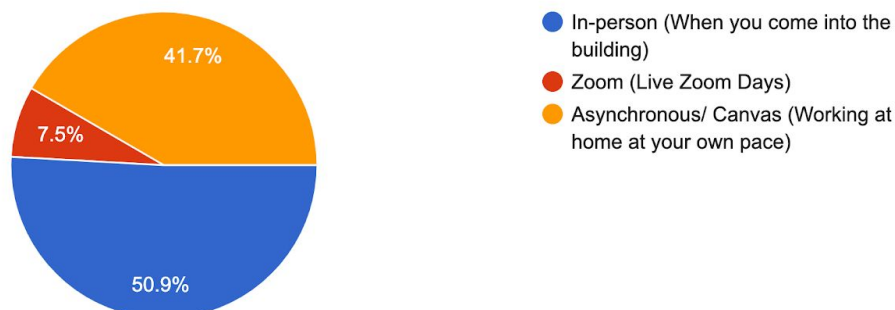
6:00 - 6:10 Establishing Shared Priorities

- Share recommendations from each workgroup
- Task Force Members provide feedback or questions that will be taken back to workgroups for revision or iteration
- Discuss community feedback/questions that have been collected ([Community Feedback from Website](#)) and student survey ([Feedback from 6-12 Students](#))

Feedback from Stakeholders: Students in Grades 6-12

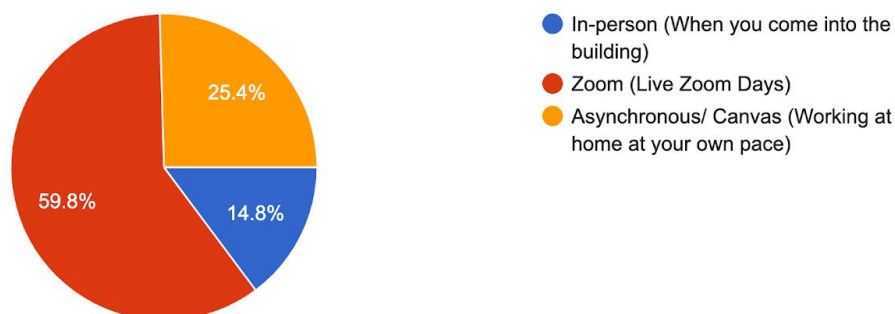
Which learning mode works best for you?

629 responses



Which learning mode is hardest for you?

629 responses



Which learning mode works best for you?					Which learning mode is hardest for you?				
Grade	Asynchronous/ Canvas (Working at home at your own pace)	In-person (When you come into the building)	Zoom (Live Zoom Days)	n	Grade	Asynchronous / Canvas (Working at home at your own pace)	In-person (When you come into the building)	Zoom (Live Zoom Days)	n
6	25	57	4	86	6	28	3	55	86
7	21	51	6	78	7	27	6	45	78
8	34	51	6	91	8	26	15	50	91
9	41	46	5	92	9	16	12	64	92
10	43	34	2	79	10	12	9	58	79
11	67	44	7	118	11	27	31	60	118
12	31	37	17	85	12	24	17	44	85
MS	80	159	16	255	MS	81	24	150	255
HS	182	161	31	374	HS	79	69	226	374
Total	262	320	47	629	Total	160	93	376	629
Which learning mode works best for you?					Which learning mode is hardest for you?				
Grade	Asynchronous	In-person	Zoom	n	Grade	Asynchronous	In-person	Zoom	n
6	29%	66%	5%	86	6	33%	3%	64%	86
7	27%	65%	8%	78	7	35%	8%	58%	78
8	37%	56%	7%	91	8	29%	16%	55%	91
9	45%	50%	5%	92	9	17%	13%	70%	92
10	54%	43%	3%	79	10	15%	11%	73%	79
11	57%	37%	6%	118	11	23%	26%	51%	118
12	36%	44%	20%	85	12	28%	20%	52%	85
MS	31%	62%	6%	255	MS	32%	9%	59%	255
HS	49%	43%	8%	374	HS	21%	18%	60%	374
Total	42%	51%	7%	629	Total	25%	15%	60%	629

Workgroup Summaries (6:10 - 7:10)

***Take notes on strengths, recommendations, questions.**

General Education (K-5) (6:10 - 6:20)

Facilitator: Susan Drake, Melissa Klosterman - Lando, Jeannine Hetzler

Spokesperson(s): Shaun Snodgrass and Meghan Kroll

Recommendations to existing model:

- Limited opportunities to increase contact time and consistency within the current model
- Reconfiguring current hybrid - shifting Z days to the beginning or ending of the week.
 - B students get lesson first, then A students get lesson, and Z day is viewed as a day when all students come together; Z days could be more purposeful in that configuration
- ABAB and dropping Zoom all together which could provide an extra day of instruction every other week
 - Concerns with this model is a lack of consistency (feels like start, stop, start, stop)
 - For primary children, consistent contact is key and is perhaps more valuable than duration

Recommendations for a new model:

- The most popular suggestion was for an AM/PM model for K-5 students
 - Daily instruction in key focus areas of literacy and math
 - Increased contact time for students
 - Potential increase of 90 minutes weekly for literacy instruction
 - Potential increase of 45 minutes weekly for math instruction
 - Increased consistency since lessons would build from one day to the next
 - Daily access to our most vulnerable students
 - Daily instruction in ELA and math for students who have limited ability to access the remote work independently
 - Continued access to in-person allied arts for two days a week
 - Cross district planning for science, social studies, and health units for students to access during remote part of learning
 - Ability to provide students with directions for at-home learning activities and assignments on a daily basis
 - Colder weather will impact ability to have outdoor lunch and recess thus increasing time students spend together with masks off. AM/PM eliminates this concern.
- Two model suggestions (See link below)
 - An AM/PM model with 2 hours 45 minutes of instruction
 - An AM/PM model with 3 hours of instruction

Stakeholder involvement / communication:

- Parent/community member on general education work group
- Gathered scheduling ideas from K-5 staff
- Team conversations within day to day planning
- Planning for social studies/science content conversations are helping us to meet and exchange ideas also
- Gathering information from allied arts, special education staff, and gifted intervention specialists to ensure all stakeholders have input
- Community feedback was received from parents with feedback and questions for the task force

Links to documents for review:

[Potential Schedules- DRAFT](#) Note: Tab for each schedule
 General Education Work Group [Agenda](#) from most recent meeting

Notes from presentation:

The group felt there are limited opportunities to increase time and consistency within the current model. They also feel the location of Z day in the middle of the week is awkward with the flow of the school week and timing of lesson plans, so they recommended either moving it to the start or end of the week or removing it altogether and moving to an alternating A/B schedule. This would increase time but not consistency.

The most popular suggestion for a new model was AM/PM for K-5 with an emphasis on literacy and math. There has already been collaboration started across buildings to co-plan for science and social studies to occur during the home instruction time. Two schedules proposed for 3 hours and for 2 hours 45 minutes. The proposal includes bands and strings occurring mid-day during the break between AM and PM groups.

General Education (6-12) (6:20 - 6:30)**Facilitators:** Jason Caudill, Kristin Robbins**Spokesperson:** Jason Caudill**Recommendations to existing model (Hybrid 2.0):**

- Students in grades 6-12 would attend on alternating days in a hybrid model beginning January 5, 2021 (Monday-Friday).
 - 5 days of live instruction in all classes across 2 weeks (connections to adults)
 - Students overwhelmingly prefer in-person and asynchronous modes to Zoom
 - Shorter intervals between in-person learning days, teachers and students would go no longer than one day between in person time allowing for timely intervention, differentiation and deepening relationship growth.
 - Does not require live streaming but allows for it
 - Allows for an easy transition between all-distance, hybrid, and all-in models
 - Maintains music programming, even if K-5 goes to AM/ PM model
- Additional staff dedicated to supporting students who are working remotely when teachers are not available (basic content, Canvas, technology, etc.)
- Additional staff dedicated to supporting students who are in quarantine (streaming of classes, work coordination, etc.)

Recommendations for a new model (AM/PM):

- While initial conversations were around an AM/ PM model, it was determined that this was not the most appropriate model for this age group.
 - AM/ PM would be a major shift in the learning model and this shift would have a negative impact on the social emotional well-being of students. The addition of Wednesday to a Hybrid model students have adjusted to, would allow for improvement on the model, not a complete shift to another.
 - AM/ PM would decrease live instructional days from 3 to 2 per week with longer intervals between

Stakeholder involvement / communication:

- HS and MS teachers met two times within departments and grade levels. Introductory communication and follow-up through email allowed for faculty to bring questions and concerns to building administrators.
- Survey results from students were gathered including questions:
 - Which model works best for you?
 - Which model is hardest for you?
 - What else should we know in order to make the model better?
- Community feedback was received from parents with feedback and questions for the task force

Links to documents for review:

- [Secondary Service Model Review](#)
- [Student Comments](#)

Notes from presentation:

The team recommends moving toward an alternating A/B schedule to recapture Wednesday. Student data is clear that they do not like Zoom and do not feel like it is the best learning model for them. The staff feel the 5 day gap between seeing students makes it difficult to

support students, but there would only be a one day gap (3 if there is a weekend) if they alternate a day. It would not rely as heavily on live streaming but would still allow for it for kids in quarantine, not as a replacement for in class but in addition to. The team considered the AM/PM model but felt it would be too hard for their kids to maintain a sense of rhythm since their schedule would change daily. They considered having students on Zoom the half day when at home, but the student survey indicated there is a need to minimize Zoom time. (More than 600 students rescinded with 400+ adding comments, and they did so eagerly.) The team also suggests allocating some staff to support students learning at home since it is difficult for a teacher to teach live and support remot students at the same time.

Allied Arts (K-5) (6:30 - 6:40)**Facilitator:** Jill Abraham**Spokesperson(s):** Ben Pinciotti**Recommendations to existing model:**

- Time was focused on developing a new model as limited Allied Arts specialists within each school makes it difficult to provide more face time or consistency for the two days students are in school. The capacity of human resources doesn't offer flexibility for revisions.

Recommendations for a new model:

- Allied Arts teachers recommend a 3 hour AM/PM model with a 1.5 hour transition time between AM/PM sessions to support cleaning, band and strings schedules, and teacher lunch time.
- Allied Arts teachers would work with selected classrooms for a determined period of days then rotate to support new classrooms. This practice will reduce the numbers of classes an Allied Arts teacher sees within a day and is seen as a way to mitigate risk of spread.
- Allied Arts instruction would be offered 2X per week for 40 minutes.
- An Allied Arts teacher would work with a teacher's am/pm sections on the same day to support consistency of the instructional day within the general education classroom and to support the schedules of specialists working with students having specialized learning needs.
- Librarians would offer an opportunity for students to check out books 1X every two weeks and may integrate into classrooms to co-teach with teachers.
- Students would have at home practice assignments 2 days of the week and access to the Choice board and Allied Arts check in when remote for half of the day on Wednesdays.

Stakeholder involvement / communication:

- All Allied Arts teachers and librarians have met 3 times to review potential shifts to a hybrid model (a.m./p.m.), which would offer increased in-person contact time in school for K-5 students.
- Faculty were asked to propose schedules that would provide opportunities for learning within the allied arts each week. 13 schedules were submitted for consideration.
- Allied Arts staff have identified criteria for their support of a most consistent schedule for students with increased contact time in-person.
- Dr. Harley Williams was consulted to get feedback regarding the number of classrooms an allied arts teacher would be in contact with each week.

Link to the schedule:

https://docs.google.com/document/d/1xtv-F30lZLidR4D6u1cfUq wz25tKhASh7iJh_0iWCSU/edit?usp=sharing

Notes from presentation:

The team developed a plan for an AM/PM model that tried to work with the existing staff available. The plan includes two live days and choice board options on Wednesday in order to give access to kids who may be in quarantine plus supplement the live lessons. The specials teacher would do a weekly rotation with teachers and do the same teacher in both

AM and PM for consistency with all teachers' planning and to limit the number of cross-class interactions per week to help reduce risk of spread. They eliminated models with more in person time per week in order to reduce the teachers' exposure to multiple classes per week (and potential carrying of any germs to more kids in up to 15 classes per week). Students would also be provided opportunities to check out books every other week, and librarians would work with general education teachers to embed their work into classroom instruction.

Band/Strings (K-5) (6:40 - 6:50)**Facilitator:** Jill Abraham**Spokesperson:** Diane Goodney**Recommendations to existing model:**

- Our band and strings (orchestra) staff support students in grades 4 - 12. The teaching schedules of our music faculty are complex because they provide instruction to students across all 3 levels (elementary, middle, and high school). Their schedules are tightly connected.

Recommendations for a new model:

- Using an AM/PM model, our band and strings faculty can provide consistent instruction to students during the transition time of the AM and PM timeframes.
- Lunch will be offered at school for strings students staying from the AM group or coming in early from the PM group. **Band students would not need to eat lunch at school due to the length of their band class.
- Diane Goodney and Andy Johnson will use the first period each day to offer additional instruction to remote students from all three schools. This will actually result in an increase of instructional time for students without disrupting their in-person learning day. Diane Goodney and Logan Pelfrey will offer a second opportunity in the afternoon for AM band and string students to connect remotely. This model will support eLearners and any quarantined students and increase opportunities for personal connection.

Stakeholder involvement / communication:

- K-12 band and strings faculty have met twice to identify a proposed schedule that would allow them to continue to offer live instruction to grade 4 and 5 strings' students and grade 5 band students.
- The schedule that has developed has been a collaborative effort.
- Elementary, middle, and high school principals have been made aware of the proposal to offer band and strings to elementary students during the midday transition that an AM/PM model would allow.
- Band and Strings teachers will work with elementary principals to identify safe spaces for conducting their classes in the AM/PM model.

Links to documents for review: [Copy of Proposed Band Schedule](#)**Notes from presentation:**

In looking at all the pieces of the scheduling puzzle, the one place where Band and Strings could fit into an AM/PM schedule for Elementary and the middle school schedule and have live lessons for students would be during the time in between AM/PM groups. Strings can meet by grade level. Band has to be split into two groups taught in two different spaces in order to reduce the length of time when wind instruments are in use in a single location. There would be shifts in teachers of the classes due to conflicting class schedules, but there is existing staff who can take on the schedule. Diane Goodney and Andy Johnson will maintain their first period set aside for teaching Band and Strings to do Zoom sectionals or provide instruction for kids in quarantine.

Specialists (6:50 - 7:00)**Facilitators:** Sam McMasters, Leisan Smith, Dr. Colleen Boyle**Spokesperson(s)** Jessica Rubin**Recommendations to existing model:**

- More consistency with schedule
 - Possible 10 day rotation on A/B schedule (remove Z days)
 - AB/Z/AB or ABAB (alternate Friday)
- Increase accommodations for students during asynchronous time
- Provide a Must Do/May Do from general education teacher
- Provide the same Materials at home and school (Foundations Tile Boards, Dry Erase Boards, Math Manipulatives)
- Set up rooms with appropriate technology to allow high quality Zoom lessons (microphones, computer etc.) to allow for additional synchronous learning opportunities if the current model remains

Recommendations for a new model:

- 3 hour block of time for an AM/PM model
 - Schedule IEP and ETR full days (need subs for both general education and special education)
- Once the academic schedule is set, teachers stick to the ELA and math block (consistency and accountability is key). This is tied to legal accountability for IEP students
- Allied arts on a consistent schedule (ex. the same time and same day)
- Share individual student schedules with related services and the entire team
- Coordinate schedules for accelerated math students
- Counselors
 - Place time in the schedule for SEL lessons and classroom teachers integrate SEL into daily structure (CS With AA schedule) (MD/MT during asynchronous time)
 - Groups during the in-between time
 - Start the online part of the day with announcements (could have multiple classes on zoom)
- Flexibility to add in-person services for students on IEP
- Use of district technology (Lexia, Reading A-Z, etc) during asynchronous time
- Related Services will service students during their assigned in-person time
- Clear communication on why some students might be in the building during their unassigned time

Special Education:

Services for students with an Individualized Education Program(IEP) will be determined on an individual student basis and will:

- Follow the recommendations of the IEP team to the maximum extent possible while maintaining all safety protocols
- Is designed to minimize disruption to access of the general education curriculum and provide consistency in specialized instruction
- May include any of the following:

- Small group pull-out services during regular scheduled in-person time
- Push in services provided in the general education classroom
- In-person small group services provided outside of regular attendance time
- Live virtual instruction
- QUESTIONS
 - Are (elementary) students able to be in the hallway without an adult? Line of sight, and not necessarily walking with them?
 - Should we have established criteria for additional in-person time?
 - Based on data, individual basis
 - Not standard for all students with and IEP
 - Must maintain safety protocols
 - Consider transportation needs (if students currently get transportation)

Stakeholder involvement / communication:

- Elementary School Counselors met with Leisan
- Lit. Support met to discuss and get feedback
- Special Education Intervention Specialists and Related Services met with Sam and Cathy
- Related Services met to discuss options and get feedback
- Gifted Intervention Specialists met with Colleen

Notes from presentation:

The team would like a 3 hour schedule to allow for more intervention time without interfering with Allied Arts. In order to ensure IEPS and other meetings do not cut into the teachers' lunch and planning times, the group recommended a day set aside for those meetings. It will be critical that all staff follow the schedule in order to ensure the specialists don't pull kids from critical core instruction but can still meet legal requirements for services. The specialists feel students on IEPs need their services in person as much as possible with online activities at home to reinforce. Counselors and gifted specialists had some concerns that may be addressed with coordination of schedules and collaboration with classroom teachers.

Community and Communications (7:00 - 7:10)**Facilitator:** Dr. Dan Good**Spokesperson(s):****Recommendations to existing model:**

- Expressions of concern that current models don't provide an option for students who are remote due to quarantine. Need a plan (e.g. case worker, teacher-on-special-assignment, supplemental contract for teacher to perform extended time duty, retired substitute teacher assigned to provide remote instruction, classroom teachers' aides who could "live stream" to support the remote students).
- Consistency in implementation of plans intra- and inter- grade levels/disciplines is an expectation. "Switching models hurts." It doesn't seem as though there is a common plan for forced remote learning.
- Concern that the social-emotional needs of quarantined students is left unchecked. What could be put in place to ensure those students that are forced into remote are well?
- Is there a model that would allow for more fluid "in person" and "virtual" movement in the event we experience a spike in forced remote learning situations – either in part or whole student body? Presently, PLP doesn't seem to be well-aligned to classroom scope & sequence.
- For PLP Students, could they participate in Remote Days with their Regular Teacher(s)?
- Could an alternative assessment option be offered in lieu of the assessment in PLP?
- Is there an opportunity for extension activities to PLP curricula – (in some cases, there is less breadth than the BCS curricula; in other cases, more).
- Could ongoing forums be offered to families utilizing PLP – to help troubleshoot (see items A.f. & A.g.)
- Has going Remote between Thanksgiving until after Winter Break been considered?
- Mirroring the school day at home is tricky." We should be thoughtful about how a change in model might impact the home schedule.

Recommendations for a new model:

- E-Learning Option with Bexley CS Teachers leading the instruction is sought.
- An a.m./p.m. schedule for elementary students would increase contact time and consistency of contact.
 - Risk Increase – e.g. positive teacher exposes two cohorts (a.m. & p.m.)
 - Risk Reduction – no longer need indoor recesses and lunches
- What are the pro's and con's of middle and high school adopting an a.m./p.m. schedule?
- How can we know how our over 90% of students in hybrid might change if we offer options like BCS Teacher-led eLearning

Stakeholder involvement / communication:

- Communicate that there is a MS/HS group separate from the Elementary group, perhaps we can even share the feedback on zoom from students;
- A message on expectations and mental wellness to encourage staff and students to do what they can do and not overburden themselves with getting through all the content in this new environment. I think it would be good to respond quickly to all the feedback from students saying they are overwhelmed.
- FAQ - rationale: increased time, changed cleaning needs, schedules for work at home, quarantine learning protocols
- Promote feedback form on the website
- Share resources for families that may experience new challenges with the schedule

Notes from presentation:

The group spent time reviewing the community feedback to date to look for themes. The team felt there are some consistent themes that more support is needed for students in quarantine, that switching models is challenging and may require extra support for students and teachers during those transitions, social emotional support is desired, there are lingering concerns about the SchoolsPLP platform among the few e-learning parents who responded to the feedback survey. Parents of elementary students seem to be requesting more support about how they can help their children on asynchronous days, and there was some discussion about the varying nature of the work assigned for asynchronous days. The team suggested getting ahead on the communication, as many concerns are already being discussed or explored.

7:20 - 8:00

Virtual Room 1: Dr. Dan Good, Facilitator

Virtual Room 2: Leisan Smith, Facilitator

Virtual Room 3: Susan Drake, Facilitator

Virtual Room 4: Dr. Colleen Boyle, Facilitator

Comments for Gen Ed K-5:

Summary/thoughts on info from 6-12 survey?

Comments for Gen Ed 6-12:

Comments for Allied Arts:

Comments for Band/Strings:

Comments for Specialists:

Summary/thoughts on info from community feedback?

Comments for Community:

Discuss what was shared by each workgroup.

Record recommendations/feedback for individual workgroups.

Consider feedback from community Google form and 6-12 student survey data.

Have one person take notes or record on the agenda in the tables that follow on pages 13 and beyond.

Commitments

- *Stay engaged*
- *W.A.I.T.*
- *Collaborative and communicative process*

8:00 Reconvene and review next steps

Next Steps

November 19 - December 7, Continued workgroup focus on the three essential questions

- Review and respond to recommendations and feedback gathered from the Task Force and other data collection systems.
- New ideas continue to be explored.
- Final workgroup recommendations defined.

December 8, Task Force Meeting

- Presentation of workgroup recommendations to the Task Force.
- Determination of final recommendations and second semester implementation plans.

December 10, Board Meeting Preparation

- Task Force members meet to design the presentation for the Board of Education.

December 15 Board of Education Meeting

- The Task Force presents recommendations to the Board for consideration.

Virtual Group Recommendations/Questions

General Education (K-5)

Feedback/Recommendations:

- Need to align start/ end times between Gen Ed/ AA/ Specialists
- Need IEP days designated since after school meetings wouldn't be possible
- Consistency of service to students in Q, need instruction not just busy work.
- 3 h > 2h 45m as long as all the pieces fit together -- or, if 2h 45m gets us to more flexible time then worth exploring
- Verify Schedule with mid day /Band/Orchestra and coordinating with outside care, limiting downtime for students
- Considerations for families where older students who provide supervision for siblings
- SS-SC collaboration with teaching an interesting idea - could it lead to a more integrated and cross-curricular PBL instructional model?

Questions:

- Does the 3 hour intervention schedule have less time than 2:45?
- Would students in Quarantine be cut off from teachers contact with an AM/ PM model (and elimination of zoom days)?
- Within the AM/PM schedule, we want to make sure that students with needs are able to meet with their specialists on daily basis if needed
- Lunch -- how would that work
- Quarantine plan in place for students
- What would the half day at home look like
- Would office hours be a possibility for elementary school
- How would we split the groups?
- What are cleaning protocols between cohorts? (10-15 minutes for classroom cleaning)
- Would families have the ability to choose AM/PM sessions based on work or childcare schedule?
- Would a teacher from one building be able to support students from across the district who are out (example: 3rd grade teacher support all 3rd graders who are out for quarantine, etc.)?
- Have we considered alternative spaces so whole classes could be serviced in a full school day mode? (JCC, Temples, Churches...)
- If AM/PM is the mode, can we regroup students? Do teachers recommend or do parents request?
- Transportation, how do kids get to and from school and day care when families are at work?
- Is the enrollment in K low enough to have them all

General Education (6-12)

Feedback/Recommendations:

- AB is more consistent
- Quarantine will be an issue without the zoom day
- Parents need to see zoom data
- zoom/live streaming was least preferred method of learning for students
- Keep time for making connections with students

Questions:

- How do we meet SEL needs of students in Q?
- How do we balance an adult perspective that live streaming is desired versus student survey results indicating that they don't care for Zoom days?
- Is there any room for more 1:1 interactions with students?
- How will distance days look for middle/high school kids?
- Lunch time, what does that look like?
- For MS will asynchronous days be more robust due to the increase of these days some weeks?
- Any thought of MS live streaming/Zoom kids into LIVE class like many HS teachers are doing, especially to bridge the gap of reduced instructional time from current Z day model to proposed new model. Potentially even just for Math or ELA classes in MS?
- Many HS classes are doing a minimum 3 days of live instruction. With the potential change of model, will this baseline stay the same or increase potentially?

<p>in all day in their current buildings?</p> <ul style="list-style-type: none"> • Can we have adult mentors for students who need to close the learning gap? • When looking at instructional time for ELA and MA, can the modality and intensity of instruction also be considered? The amount of instructional time does not always equate to the effectiveness of instruction....e.g. For many students 1 hour of teacher-directed learning is less learning “rich” than 1 hour of interactive, hands-on learning. 	
<p style="text-align: center;"><u>Allied Arts/Band and Strings</u></p> <p><u>Feedback/Recommendations:</u></p> <ul style="list-style-type: none"> • Choice Board and time for teachers to reach out to students at home is a plus. • Some felt it would be helpful to review the schedule a little more just to better understand how it will work. • Some felt it struck the right balance between live classes for Allied Arts while protecting ELA/math time. <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Is there a scheduled time for Library • Could allied arts take place in the remote time versus in person time? 	<p style="text-align: center;"><u>Specialists</u></p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Can we use time at lunch for specialists to work with students? If we do, what about transportation? • What else do you need to begin planning and scheduling individual students to communicate with families?
<p style="text-align: center;"><u>Community and Communications</u></p> <p><u>Feedback/Recommendations:</u></p> <ul style="list-style-type: none"> • High concern about families not having time to secure childcare and/or transportation and it needs to be addressed. • Even with time, families might not have access to childcare and /or transportation. • Getting information to families ASAP regarding pick up times if there is any change to the norm due to specific needs • If kids in same family have multiple dismissal/arrival timesSide by side comparison of 3h vs 2h 45m for people's understanding along with options for child care, etc • Address the learning model for students in quarantine <p><u>Questions:</u></p> <ul style="list-style-type: none"> • Will Bexley Rec be able to support transportation and/or childcare for families? • How do we gather information from families that have childcare needs that we have not accounted for? 	<p><u>Other?</u></p> <ul style="list-style-type: none"> • How are we addressing students who are not engaging or have non-academic barriers that make this learning mode challenging • Can we set up additional points of contact virtually for students? • Move toward best practices as much as possible. • Is there a resource library for parents to use as additional resources for students. • Must do vs. may do assignment curation • How are we addressing the social/emotional needs of our 9-12th grade students? • A large amount of community feedback was around students in transition years, especially 9th graders. How else can we support this grade?

- How many younger students are being watched by older siblings?
- What does a support plan look like for parents who need resources?
- Have we or should we consider a community wide survey?
- What is the capacity to hire additional staff to support students who are out of school.
- Once we make a decision what percentage of families might switch modes, meaning who would come back? How does that impact hallways, lunches, classroom...?
- Quarantine students?
- How are parents being supported/given assistance with their unique situations in caring for and supporting students during this time? With limited school resources (counselors being overloaded right now) Is there a way parents can support other parents through work-child care/support challenges? Could the district help with being a central place to link parents to community resources/assistance (much like the Bexley Volunteer Network through City Hall)?