

Community & Communication Work Group

Nov. 9, 2020

5:30 – 6:30 p.m.

Members

- Victoria Powers
- Marlee Snowdon
- Mike Price
- Cathy Kauffman
- Liz Magee
- Allison Zweifel
- Liana Coutts
- Carleton McGrady
- Andrew Zupnick
- Bonita Stephens
- Lauren Rubin
- Emily Johns
- Lindsay Lieb
- Kelsy Harr
- Emily Kalush
- Katie Sarvas
- Mike Klapper
- David Hodge
- Jacob Garrett
- Frank Parker
- April Walsh
- Christopher Weyand

Summary Statement

There was general consensus around the value of an elementary AM/PM model. Challenges raised include transportation for those utilizing JCC/Bexley Rec aftercare and the need to communicate a shift early and often. If there is a model that also incorporates families who are in e-Learning, in quarantine, or prefer a temporary remote option, it felt like that would address every member who voiced preferences on that work group.

Defining the Work of the Task Force

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.

Essential questions to be answered by the Task Force and workgroups

- 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?
- 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?
- How do we **engage** stakeholders and communicate our work?

Guidelines for Engagement

- Inclusive, Collaborative, Iterative
- Stay engaged!
- W.A.I.T. - Why am I talking; Why aren't I talking?

Community & Communication Work Group

Agenda

A. Revisions to existing models (10 minutes)

1. 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).
2. 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.
3. 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?
4. 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.
5. For PLP Students, could they participate in Remote Days with their Regular Teacher(s)?
6. Could an alternative assessment option be offered in lieu of the assessment in PLP?
7. 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).
8. Could ongoing forums be offered to families utilizing PLP – to help troubleshoot (see items A.f. & A.g.)
9. Has going Remote between Thanksgiving until after Winter Break been considered?
10. "Mirroring the school day at home is tricky." We should be thoughtful about how a change in model might impact the home schedule.

B. New Models (10 minutes)

1. E-Learning Option with Bexley CS Teachers leading the instruction is sought.
2. 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
3. What are the pro's and con's of the middle and high school adopting an a.m./p.m. schedule?
4. How can we know how our over 90% of students in hybrid might change if we offer options like BCS Teacher-led eLearning?

C. Survey Data (20 minutes)

1. Discussion centered around the purpose of a survey – does it create an unrealistic expectation that majority rule would be followed, that survey data would be used for future related and/or unrelated decisions?
2. Quality surveys with high reliability and validity are expensive.
3. Would the district be open to other means of gathering community thoughts (e.g. Thought Exchange, Focus Groups, Coffee Clutches)

Community & Communication Work Group

D. Communication Vehicles (20 minutes)

1. The *Distinctly Bexley* weekly newsletter has an “open” rate of between 50 and 75%. This seems to be a good way to communicate our Task Force activities and recommendations.
2. Not everyone in Bexley receives the newsletter. Could *This Week* periodical be another opportunity to share?
3. Web Site, direct e-mail, building newsletters, etc. are all vehicles, but the message needs to be consistent across all mediums.

E. Member Thoughts that were Submitted

1. How is the Cassingham 5th grade 'live stream' model working and could this be adopted by all grades?
2. How is the Cassingham Gifted 4th/5th ELA program working (all students are on Zoom via their Chromebooks whether in-person or remote) and could this be adopted by all grades?
3. What is feedback from families in the e-Learning Academy? Do we still feel this is an equitable solution for families unable to attend in-person learning? If no, do we owe it to these families and others who would prefer to remain remote to offer a better solution (see survey point below)?
4. Now that we are 1:1, can we consider solutions such as the above to bring all students into a Bexley-led education?
5. Can we offer 'extracurricular' compensation to a grade-level teacher to be the 'remote liaison' and prepare online mini-lessons / videos that deliver and support content for students on their remote or Z days or for students who are unable or prefer not to attend in-person days?
6. For grades where there are no takers, can we staff aides to deliver grade-level-developed content and serve in a support role for students on their remote or Z days or for students who are unable or prefer not to attend in-person days?
7. How many students unenrolled due to dissatisfaction with the model and how many might re-enroll in Bexley if we offered an AM/PM solution? If we offered a Bexley-led distance solution? Worth polling just these families to assess potential interest and the re-allocation of associated funding this will provide?
8. Can we conduct a new survey to assess preferences, both in offering an AM/PM solution as well as a remote solution that supports both in-person and remote preferences? This will serve as a backdrop.
9. From my observations of seeing how both middle school and elementary are working, some food for thought: Value in shifting the elementary platform to Canvas so the entire district is on a single platform?
10. I again, would like to emphasize, that we consider a pathway of going all in as soon as absolutely possible, but I recognize that the other task force has developed a tool for that decision and that it might not fall within the scope of this task force's mission. To the extent that is open for discussion on this task force, I am strongly in favor.
11. If we must be in a hybrid model, I am strongly in favor of an AM/PM model over a 2/3 day model to the extent we are hybrid because (i) it provides consistency and daily touch points with teachers that are critical to our youngest learners (ii) avoids removing masks for lunch indoors; (iii) will limit zoom time, as well as reasons that I've expressed previously.

Community & Communication Work Group

12. Surveys should be issued community wide, to parents, students and teachers offering the following voting options:

- Preference between AM/PM, 2/3 day and all in model. Should not the increased risk of quarantining with an all-in model.
- Preference between AM/PM and 2/3 day model.
- Preference between AM/PM and all in. Should note the increased risk of quarantining with an all-in model.
- Preference between 2/3 and all in. Should note the increased risk of quarantining with an all-in model.
- In which hybrid model do you perceive child care arrangements to be more difficult? (options for AM/PM and 2/3 day and not difficult with either arrangement)
- How important is your child care arrangement difficulty in relationship to your choice between AM/PM and 2/3 day hybrid models? (least to most difficult options)
- How important is possible disruption to your schedule due to increased risk of quarantining to you in making your decisions between hybrid and all in? (least to most difficult options)
- The reason for offering a comparison 1 to 1 with all 3 models is because asking the question once between all 3 does not capture all the data we need as decisions may change if you eliminate the all-in model, but we need to ask about the all-in model because we need to know if parents are not willing to take on the increased risk of quarantining.
- Have current teachers assign and omit lessons to PLP students based on what they are currently covering in class (supplemental)
- E-learners have access to the remote day and asynchronous content.
- Create alternate activities (in lieu of the summative assessments in PLP) to show mastery of content.
- Bexley teachers create extension activities and hold Zooms with e-learners (supplemental)
- Bexley led full-remote
- Meetings/conversations with opportunities for open dialogue.
- Survey to SchoolsPLP families:
 - i. Why?
 - 1. Is there any current data from SchoolsPLP families regarding their satisfaction with the platform?
 - 2. Gauge the number of families who desire more interaction with school community?
 - 3. Who wants more and what do they want?
 - ii. How the results will inform our efforts?
 - 1. How can they? What is the district willing to do?
 - 2. Make potential changes to how e-Learners are served
- Communicating our work can be done through meetings, and email updates.

13. Additional issues to consider with switching to an AM/PM or 2/3 day model:

- after school and before school care.
- after school and before school transportation.
- do teachers feel they can cover sufficient work in the AM/PM model?
- should we issue a "strong recommendation" to focus on ELA, math and other core subjects during the in school time or let teachers decide what they cover in the classroom v. assign at home.

Community & Communication Work Group

- Do teachers feel like they can manage at home expectations while also managing an AM/PM model. Do they need a "Z" day on Wednesdays to catch up and arrange for at home work?
- How do we work in allied arts? Does this remain over zoom?
- How do we work in IEP needs?
- Will kids share desks or can all desks be added back in and then be specifically assigned so there is no desk sharing? With that in mind, can kids leave materials at school?

Service Model Task Force Feedback

Bexley's Continuum of Service Models

Fully remote → eLearning Academy → Hybrid A Day/ B Day → TBD by TaskForce → TBD by Task Force → Full In

TIMELINE

November 16: Work Group Zoom Discussion

- Review and respond to recommendations and feedback
- New ideas continue to be explored.

November 23: Work Group Zoom Discussion

- 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 15: Board of Education Meeting

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