

Task Force Meeting Summary 12/8/2020

Attendees:

Jill Abraham, Colleen Boyle, Dan Good, Mark Frank, Susan Drake, Bonita Stephens, Jason Caudill, Ben Pinciotti, Meghan Kroll, Leisan Smith, Lindsey Friedstrom, Andrew Zupnick, Harley Williams, Bill Manchester, Carleton McGrady, Emily Johns, Frank Parker, Jessica Rubin, Lauren Rubin, Mark Klapper, Emily Kalush, Josh Price, Erica Hecker, Erin Clary, Diane Goodney, Katie Sarvas, Sam McMasters, Stacy Bell, Shaun Snodgrass, Liana Coutts, Lindsey Lieb, Brittany Collier-Gibson, Kelsy Harr, Tyler Trill

Observers: Marlee Snowden, Victoria Powers, Alissha Mitchell, John Barno, Michelle Mineo

The team reviewed the presentation that will be made to the board of education on Thursday, December 10. Throughout the review, the group members provided feedback and questions beyond what they already shared prior to the meeting. Board members observed the meeting in order to gather information prior to the December 10 board meeting but did not participate in discussion,

Comments and questions throughout:

- A task force member said thank you for pivoting on the meeting times in the half day options after concerns were raised.
- Dr. Good thanked the Task Force, the Work Groups, and the Community Members who provided input and suggestions and invited members to sign up at the Board Meetings on the 10th and 15th to speak in support of the work.
- A task force member shared she is getting feedback that the time set aside to Allied Arts may be better spent on reading and math, although she acknowledged the value of Allied Arts to our students.
- Do we know how many families would be affected by having two different schedules for elementary and secondary? For some it is a childcare issue based on either financial or or health concerns about daycare exposures. Jill shared that we can suggest options, such as JCC, Bexley Rec, high school students willing to help with care, and other community care providers. We can point people toward potentials, but we will need parents to partner together to problem solve.
- A task force member felt it would be valuable to publicly post the statistic about increased minutes of instruction.
- A task force member shared her quarantine experience and is concerned the proposed plan is not enough and would like the live streamed window into the elementary classrooms. Jill noted that having a dedicated case manager will help and we can continue to explore the capacity for live streaming.
- A task force member asked about the likelihood of implementation on the proposed date given the recent factors that led to remote. Jill reviewed the work of the evaluation team and considerations in their recommendations. Dr. Good shared recent recommendations and indicators from various health agencies, professional associations, and others. Much of it is unpredictable until later in time.

- A task force member asked if a definition of student absence for quarantine students would change since they would still have half a day of work at home like usual. Jason Caudill shared that coding has been updated so that absences due to a required quarantine would be marked on days/times they would physically be required to attend but none of those absences will count against them.
- A task force member asked if two days at the start of the new semester is really needed for teachers to plan for the transition. Jill explained the degree of change required as we shift from one hybrid format to remote to a new hybrid format. A special education teacher noted that the work includes creating new individual schedules for each student they serve, as well.
- A task force member asked about utilization of substitute teachers and encouraged the team to be clear with the public about who is teaching their children. Dr. Good talked about the community initiated work to bring parents together as substitutes and the training and work that will go into preparing them for that work.
- A task force shared her endorsement of the plan and stated her desire for us to get to the place of fully-in.
- A task force member shared feedback from her friends has been positive about moving to AM/PM. The only concern she hears is about child care and encouraged us to bring details about where to look and possible financial resources. Dr. Good shared the high school student council has taken this on to identify who may need child care and to coordinate high school students to do this babysitting, many of whom want to do it for service hours. Dr. Good will also explore the availability of CARES Act funding.
- A task force member asked if ODE has adjusted the required days of attendance for this year. Administrators explained the intent to incorporate more than the required number of hours in our calendar and that any specific changes would have to occur in the legislature before ODE could change guidance.
- A task force member suggested a parent group be formed for the purpose of coordinating community resources for families. Dr. Good noted a parent has asked how she can help and will suggest this to her.
- A task force member asked if we can consult with districts who have been using AM/PM since the start of the year to work from their lessons learned. Jill shared that staff levels have reached out to those districts, both administrators and teachers, to get and incorporate that feedback.
- A task force member asked if teachers are in favor of pivoting to the AM/PM option. She realized parents in the group were in favor but was unsure of teacher feelings. Erin Clary, president of BEA, felt the process allowed groups to consider all options and they agree that this change will allow them to do their jobs with more success for students. She feels they were able to engage close to 100% of their members, and teachers are on board with the shift. A special education teacher asked for a little grace because each shift requires rethinking their schedules and how they provide services to students. The task force member asked that we share with the board that teachers support this.
- A task force member suggested including scholarly research about instructional models to justify moving from AM to PM within the presentation. She shared a link that discusses hybrid college instruction: <https://blended.online.ucf.edu/morning-blend/> .

- A task force member asked what triggers a student being assigned a case manager. Harley shared what triggers quarantine. Jill shared a case manager will be assigned when a student is given guidance that they must be remote due to quarantine. The task force member asked if students who are voluntarily out could participate. Jill explained the challenge it creates for students who would not have consistent instruction or for teachers who don't know who to expect or not.

Jill thanked the group for their work and dismissed them at 7:30.