Agenda for General Education Work Group - November 23, 2020
3:00 - 4:30 p.m.

Our Work Group: Susan Drake, Amy Phillips, Ann Conrath, Carrie Corlew, Charlyn Reggie, Britt Collier-Gibson , Jana Clarke, Jeannine Hetzler, Jessica Fether, Julie Fitzgerald, Kelly Hood, Mark Frank, Melissa Klosterman-Lando, Rachel Niswander, Shaun Snodgrass, Erin Clary, Lindsey Friedstrom, Meghan Kroll, Victoria Powers

Norms:
- Be open minded and inclusive. Build rapport, solicit feedback, and express gratitude for teammates.
- Treat each other - both with facial expressions and verbal comments with courtesy, kindness, and respect.
- Seek first to understand what others mean before being understood. Show understanding - recap discussion points and validate comments that are made verbally.
- Lead with a win-win mindset.
- Come prepared - on time, camera on unless you have to step off, mute if your background is noisy while others are speaking.
- Expect that we will succeed together and be a part of a healthy communication outside of our work group.

Goal: By the end of our meeting on Dec. 7, our general education work group needs to have considered feedback from the task force and have specific recommendations. We should have bulleted responses to questions asked by task force members.

Task Force Notes
https://docs.google.com/document/d/1f4qZCWPQXjYhpUI4efzSnn6MenvYYcg01oV6hwmWn8c/edit?usp=sharing

1. **Answers to questions posed by task force**
2. **Response to feedback from task force**
3. **Plan for students who are quarantined** parents and community members are inquiring about this via recent Google Form
4. **Recommendations for learning model**
5. **Answer the question: *How do we engage stakeholders and communicate our work?***

3:00-3:15	Review task force meeting	SMD
3:15-3:50	Answer questions posed by task force- grouped by topic	HJH MKL SMD

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3:50-4:00	Plan for next meeting- Focus on recommendations for schedule, quarantine plan, etc.	MKL

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? Pre*

Meeting Deliverables:

- **Answers to questions**

Meeting Deliverables for Dec. 7:

- **Recommendations to task force based on feedback and questions**
  - **Schedule**
  - **Overall instructional plan (What a school day look like and why)**
  - **Explanation of AM/PM groups**
  - **Plan for students who are quarantined**
  - **Suggestions for alternative sources of support for students**

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Previous meeting's notes/information:

Nov. 16
Draft of scheduling ideas

Nov. 9
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 18: Task Force Meeting Assess
- Task Force Meeting 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.
- Task Force members present data and draft responses/recommendations to the three essential questions.
- Feedback provided to be taken back to workgroups.

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.

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Notes 11/16 Gen Ed workgroup

- We really appreciate the "Math Intervention" time, and the same for reading and writing. We need to include that in the schedule.
- What can be done to ensure teachers are not walking out with students
- Recalculation of planning minutes 150 + 80 + 80 for gen ed teacher!!
  - We've not considered AA planning time, nor IS planning times
- Is it possible to move the RTI, IEP, Staff meeting time toward the end of the day? Do we move the bright pink to the end of the day? Or do we keep it because we need to make sure that we have 75 minutes for band and orchestra students.

Supporting students in quarantine
- Presently we are posting to Google classroom - this provides access to what we're studying and how to access lessons/materials
- At an elementary level - We could establish a team plan across a grade level to allow students a learning schedule to follow and practice skills and connect with Lexia, choice boards and directions to assist parents in navigating this structure while their child is absent.
- How can we establish a feedback loop for the children in quarantine?

Supporting elearners
- E-Learners currently have a weekly contact with either Bexley teacher assisting with eLearning as well as the guidance counselor at each school.
- If a student is on a RIMP they have additional support Zooms from a literacy specialist.
- If a 4th or 5th grader has a COG identification for ELA they are having lessons and Zoom meetings with a gifted intervention specialist
- Set, weekly SEL/engagement Zoom Meetings, Participation Data:
  - MT - 15 of 40 (38%) students attend the weekly Zoom meeting.
  - MD - 7 of 11 (64%) students attend the weekly Zoom meeting.
  - CS - 8 of 16 (50%) students attend the weekly Zoom meeting.
- Possible response to participation data: we may survey to see if the current time works or if there would be a time that could possibly work better for those who are currently not attending.

- We may also want to ask the Allied Arts teachers to rotate through our Zooms once a month to add to the check in and maybe support a lesson. (15 minutes, once a month: Art, PE, Music, Library). This would give our students another teacher contact that they know and may have a relationship with.

- We could send a Google Form to each student as a check in at the start of the week and a check out at the end of the week. This would let the eLearning teachers and the school counselor know if we need to reach out for additional support. We could do this through

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Google Classroom. E-Learners have a Google Classroom that is updated and gives access to resources they would find in most other K-5 classrooms.

Modifications to current model
- We feel like we've maximized instructional time in the current model and we're not seeing an opportunity to increase our 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, Wednesdays are more purposeful
    - Could we start with a Z day, then BB, then AA
    - AABBZ- still presents long gaps between student/teacher contact
    - The opportunity to meet as an entire class if we shift to AM/PM is lost
    - This would allow us to really focus on building community within our AM group and our PM group
        - Kindergarten students are presenting some very interesting questions about the other group - community is challenging to build across Kindergarten A & B groups
    - ABAB and dropping zoom all together
        - Not consistent for children feels like start, stop, start, stop
        - For primary children, consistent contact is key, perhaps more valuable than duration - this is why we use the mini-lesson model

Communication Plan
- Team conversations within day to day planning
- Planning for SS/Sc content conversations are helping us to meet and exchange ideas also
- Seeking information from AA and IS/RS teams - are they feeling at the center of conversations
- Had planned for staff meeting time - but with enlightenments, we may not have this until 12/2.