The Service Model Task Force
Agenda and Summary Notes
11.04.2020

Virtual Discussion Groups

Virtual Room 1, Dr. Dan Good	**Virtual Room 2, Leisan Smith**
Meghan Kroll	Lindsey Friedstrom
Jessica Rubin	Ben Pinciotti
Bill Manchester	Mark Frank
Marlee Snowdon	Harley Williams
Mike Price	Mike Klapper
David Hodge	Kelsy Harr
Lindsay Lieb	Bonita Stephens
Gianna Harrison	Cathy Kauffman
	*Carrie Corlew (*Substitute for Stacy Bell)
Virtual Room 3, Susan Drake	**Virtual Room 4, Dr. Colleen Boyle**
Shaun Snodgrass	Olivia Pfund
Erica Hecker	Josh Price
Diane Goodney	Erin Clary
Victoria Powers	Sam McMasters
Katie Sarvas	Britt Collier-Gibson
Frank Parker	Emily Kalush
Emily Johns	Lauren Rubin
Carleton McGrady	Andrew Zupnick
Liz Magee	Jacob Garrett

Absent:
Stacy Bell   Liana Coutts

Welcome and Introductions - Dr. Good

Defining the Work of the Task Force - Dr. Good
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.

Introduction - Jill Abraham
In our work tonight, we will review the work that has been done to date. We will also establish clarity of language that has been used, so we have a common understanding.

The charge from Dr. Good is to determine a continuum of service models (aka learning model, instructional model, learning mode.) This will include evaluating structures currently in place and considering new possibilities.

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?*

November 3 Desired Outcomes:
- Examine the district process in planning for and responding to COVID-19
- Review the Learning Mode Decision Tool
- Evaluate district structures and implemented service models

Where have we been?
The Summer Task Force and the Bexley Back to School Plan were developed over the summer using a large task force composed of smaller workgroups that researched, designed, and planned for implementation based on the factors outlined below. Four service models were explored in depth, including two hybrid models. The A/B day model was ultimately selected as the hybrid model due to health guidance in place at the time of decision-making. An AM/PM model was considered but was ruled out due to the CDC cleaning protocols that would have required time and personnel beyond the available resources.

- Summer workgroups convened:
    - The Learning Experience
    - Extra-Curricular/Co-Curricular
    - Social/Emotional Wellness
    - Special Populations
    - Physical Health and Safety
    - Child Care
    - Communication

- June - August: research, design, revision, implementation:
    - Guidance from the scientific community - Information and guidance has continued to evolve since the summer workgroup.
    - Instructional delivery
    - Student needs
    - The capacity of our structures (Human resources, facilities, curricula, technology, online learning)
    - Community interests (childcare)

- Service models that were explored:
    - Fully remote
    - AM/PM Hybrid
    - A Day/B Day Hybrid
    - eLearning Academy

Where are we now?

The Learning Mode Decision Tool
- Guidance from the scientific community (Workgroup facilitated by Dr. Harley Williams including pediatricians, epidemiologists, and other experts)
- This was shared with the school board last night and is pending their approval. If approved, it will guide decision-making about moving between service (learning) models. It is also available in draft form for public review in the 11.4.2020 district newsletter.
- The tool has been created based on the information available and expert opinions that are part of the group. It may be changed in the future as new information and research become available.
- The tool accounts for state, regional, city, and district data to make recommendations to start a conversation.

Bexley's Continuum of Service Models (Current)
- Fully remote → eLearning Academy→ Hybrid A Day/ B Day → TBD by Task → Fully In
- We started the year fully remote, so our students and teachers know the routines and manner to do that.
- We've been doing hybrid, and we have some students who have been doing the e-learning academy.
- We know how to implement a fully-in experience.
- What may be missing or could be modified in our hybrid for increased time and consistency?

6:30 - 7:00 Seeking Perspective
Guided reflection and discussion
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

Commitments
- *Stay engaged*
- *W.A.I.T. (Why am I talking? Why aren't I talking?)*

- *Collaborative and communicative process*

Each virtual group should discuss the questions below. Reflections of the group should be recorded by a designated participant. Identify a spokesperson for your group.
1. What is working?
2. How do we know?
3. What service models are missing in our service continuum?

Small Group Reflections
Discussion and Reflection Groups:

Dr. Good, Facilitator
Group 1

1. What is working?
- *Smaller groups - more direct contact with the teacher, attention to social-emotional needs, positive peer interactions, positive interactions with teachers*
- *Flexibility- great technology tools, not too prescriptive on how we use it to allow for teachers to figure out works for them*
- *Parents finding out what works best for their children to provide enriching learning experiences for their children, appreciative of teachers flexibility based upon family needs*
- *Consistency of day-in and day-out learning experiences for students/families*
- *Structure has been beneficial with different models during these difficult times*
- *Opportunities for smaller groups provide benefits for differentiating instruction, and days in-person provide authentic and enriching learning experiences*
- *Safe learning environments*
- *MAP scores show students scoring above mean but areas for opportunities to continue to grow*
- *Discovering new ways to connect with students on the at-home learning days*

2. How do we know?
- *(see above)*

3. What service models are missing in our service continuum?
- *AM/PM- small groups allow individualized attention, Hybrid-Model: 3 days in-person, 2 days remote and alternate, 4 days a week and utilize space for safety/social distancing, All-in when things are safe*
- *Better ways to connect with students when they are home*
- *5 different days of instruction focused on emphasizing literacy and numeracy instruction*
- *Can we focus on what the learning at home days look like? Should it be identical to the school day? Different students complete activities at a different pace. What are the at-home responsibilities?*
- *Day to day contact with students- opportunities to see students every single day*
- *Social-emotional development/growth with students with daily presence at school*

- *Opportunities for students explore things of interest with more independent time rather than too much structure*
- *Teachers have flexibility at school but do students and families have flexibility at home?*
- *Disconnect between the learning at school and the work at home to support parents to know how to help/instruct their child*
- *How can devices enhance learning opportunities for in-person and remote learning?*
- *Live streaming when students are working remotely*

Leisan Smith, Facilitator
Group 2
1. *What is working?*
- *Small groups have been beneficial, as it's allowed teachers to spend lots of one-on-one time with students*
- *Attendance has been very strong despite how difficult the schedule is in hybrid/zoom/etc*
- *Small groups have allowed teachers to form strong relationships with students*
- *Recorded lectures for students who aren't in school has worked well for HS students*
- *Cleaning protocols for teachers (both classroom teachers and specialists) have been manageable and are working well*
- *6 feet of distance and masks (must maintain no matter what we do)*

2. *How do we know?*
- *Attendance rates can be measured by BCS schools buildings*
- *Knowing when to learn and log in (live stream lessons that are also recorded)*
- *We know cleaning/spacing is working because we haven't seen spread within our schools and within our school days*
- *Grades appear to correlate with more live learning/recorded lessons*
- *Relatively stable student achievement*
- *Kids are into a routine and are asking for help less and less for tasks re: Google Classroom, Canvas, etc*
- *Small class sizes come up in RTI discussions as aids to students having less anxiety in class*

3. *What service models are missing in our service continuum?*
- *Routines and consistency have been more difficult for younger students in ES to build*
- *Lack of daily connection to the teacher has made building routines and consistency much more difficult*
- *AM/PM would allow for more contact with teachers and would allow parents to be supplements to learning rather than implementers of learning*
- *When students are absent due to quarantine, it makes things much more difficult for them to catch up -- how can we help students manage makeup work for when they are out for long periods?*
- *Perhaps we should look at a way to have different models for different levels of school; perhaps K-5 does one thing, 6-12 does another or some variation of that*

- *Online socialization between different groups*

Susan Drake, Facilitator
Group 3
1. *What is working?*
- *The in-school days are the "best days": routine, with friends, look forward*
- *5 days of learning is working*
- *More "normal"*
- *Safety measures*
- *Teacher's perspective:*
    - *smaller groups allow for deeper instruction at school,*
    - *safety measures are working (students wearing masks, etc and have adapted)*
- *A stronger schedule, a more consistent schedule, the more the students want to get work done.*
- *Teacher's perspective:*
    - *more differentiation, individualized instruction with smaller classes*
    - *Full class length at MS/HS, consistent schedule*
- *One-to-one devices are working!*

2. *How do we know?*
- *On in-person days: Behavior: in-person they're tired when they get home, demeanor is different in a positive way*
- *Safety measures are working: not spreading*
- *Having better communication with at-home students*
- *One-on-one is working because students are turning in work more creatively with the tools they now all have.*
- *From a teacher: students are participating more on Zoom calls when they're not in-person*

3. *What service models are missing in our service continuum?*
- *Kids need more in-person contact with their teachers, especially younger students*
    - *Attention span while on Zoom limited*
    - *Have to get young students back into a routine when teachers don't see them for a full week*
- *Attention to students in "transition" grades: 9th/6th grades*
- *Contact time and consistency, preferably daily check-in*
- *Ways/time for teachers to check for work completion, provide feedback.*
- *Teachers continue to need time for planning, grading, etc.*
- *Socialization...students being with each other*
- *Students with services continue to need (more) time with specialists and aides*

Question: How are private schools doing with their models...Covid cases? 6 ft distance seems to be the anchor.

Dr. Colleen Boyle, Facilitator
Group 4

1. What is working?	2. How do we know?
● *Teachers have put in tremendous effort / creativity* ● *Safety protocols are working (we believe)* ● *Kids are doing well wearing masks* ● *Allied Arts are in person* ● *Easier to close gaps when they are in person (effective and impactful)* ● *Socialization on recess/social interactions* ● *SEL impact related to connection with teacher* ● *Students are forming deeper relationships with small group of students because of staying within their groups* ● *Children are in a routine (they have adapted to the schedule)* ● *Z-days for Intervention Staff to provide quality instruction* ● *1:1 Implementation has been helpful*	● *MS uses Canvas to post content* ● *Teachers communicate and update progress frequently* ● *No widespread cases linked to school* ● *Kids have had their social needs met at school, don't need to be on phones, Lower level of anxiety* ● *Academic needs met immediately, connections with teachers, students report being more positive* ● *Kids are excited to attend school - increases sense of belonging* ● *Reduced barrier to access*

3. What service models are missing in our service continuum?
- *Consistency in service models for young children (Moving between models is a challenge for young children)*
- *Consistent solution for students who are absent or would prefer not to attend in-person for a variety of reasons*
- *Availability of staff to provide timely support students who are not in-person and need support which parents are unable to provide (Aide or staff to answer questions, etc.)*
- *Support for students with working parents*
- *Plan for Lunch/Recess during inclement weather*
- *Support for parents*
- *Different way to provide instruction that is developmentally appropriate (limit computer time)*
- *Review of normed test results (MAP) to consider for programming*
- *Need to consider how we are addressing the equity gap for students who need remediation of skills*

7:00 - 7:20 Report out from groups

Group 1:
The group felt small groups have been beneficial for differentiated instruction and social-emotional support and positive peer interactions. There has been flexibility with how teachers provide instruction based on their class needs. Parents have flexibility to find a system that works for them at home. There has been some consistency within the model. We are taking proper safety precautions. We are finding new and innovative ways to promote learning. The group felt more contact with students daily for authentic learning experiences would be helpful, especially to build numeracy and literacy with younger kids. There is a desire for more independent and authentic tasks for learning at home.They also felt more contact would build greater social-emotional support.

Group 2:
This group had similar thoughts as Group 1. Attendance has been pretty good despite hybrid setting, relationships have been forming, and teachers are able to give more attention to small groups. Cleaning protocols have been manageable. Teaching via Zoom and in person has allowed for some lessons to be recorded for kids to access later. (Live streaming?). Routines and consistency have been hard, especially for elementary kids, and especially when not a predictable 5-day week. Lack of contact with teachers daily is a concern. Parents want to supplement teaching rather than be the teachers. The group would like to find a way to help students who are in quarantine stay on track.

Group 3:
This group had similar thoughts. It seems to feel like a routine, and students are adapting. There have been benefits for individualization and differentiation. Study hall has become more valuable for in depth assistance. Students are starting to be more willing to ask questions online, but they engage better in class. Having the chromebooks has been valuable. The group would like more contact time with their teachers. The transition years (6/9) seem to have a bigger challenge. Kindergarten students and students from an IEP may not have their needs fully identified or met without bigger blocks of time to meet. The change in weeks from 3/4/5 days is a challenge. The group would like to increase daily opportunities for socialization.

Group 4:
Teachers have gone above and beyond to meet student needs. Allied arts in person has been working well. The health protocols seem to be working as evidenced by the lack of spread within the schools. Consistency when teachers have students within the building allow for closing gaps. Students seem to have a better attitude on in person days and an eagerness to attend. The group thought we could look at online performance indicators to know if things are working. Consistency was brought up as something to improve. The group discussed a need for a solution for kids not in school, such as due to quarantine. There was some concern that a long zoom day is not appropriate or difficult for students. The group also noted we will need to address indoor lunch and recess soon with winter weather approaching.

Common theme:
Consistency

7:20 - 7:30 Next Steps - Jill Abraham

November 5 - 17 Task Force members engage other stakeholders in workgroups
Workgroup Assignments Coming Soon!
- Community and Communication (Dr. Dan Good, facilitator) -
  Two parents asked about conducting surveys of teachers, parents, and students about these questions. Mrs. Abraham noted that this workgroup will discuss how to get input from stakeholders. There has not been a community-wide survey since the summer.
- General Education (Susan Drake, Melissa Klosterman-Lando, Jeannine Hetzler, facilitators)
- Band, Orchestra, Allied Arts (Jill Abraham, facilitator)
- Specialists (Dr. Colleen Boyle, Sam McMasters, Leisan Smith, facilitators)
- Staff and Student Operations (Dr. Harley Williams, facilitator)

*Meeting dates to be communicated by facilitators.

*Tasks to be completed
- Engage in thoughtful study, analysis, and design to answer the three essential questions.
- *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 an increase in 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?*

**Be prepared to present the thinking of your workgroup to the Task Force at the next meeting.
**Share agendas and summary of the workgroup meetings with Jill so she has an ongoing record of group progress and thinking.

November 18 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.

We will provide notes to the task force members and will make summaries of the meetings public. We will also create a Google form on the district website that community members can use to submit feedback. Community members can also provide feedback to Task Force members to bring back to the next meeting.