

Minutes of the Board Work Session Meeting of the Board of Education of the Berea City School District held on Monday, August 17, 2020 at 6:00 p.m. at Grindstone Elementary, Café / Auditorium, 191 Race Street, Berea, Ohio 44017 and as an online meeting, with BOE members joining in person and remotely on YouTube at the following address:

[https://www.youtube.com/channel/UC2eDqel9zE2CFfmt6DakRiA/videos?view\\_as=subscriber](https://www.youtube.com/channel/UC2eDqel9zE2CFfmt6DakRiA/videos?view_as=subscriber)

## A. Regular Business

Members present: Chapman  Duke  Dockman  Farris  Postel

Roll Call  
A-1

Start Time: 6:00 p.m.

President Ana Chapman called for the Pledge of Allegiance

Pledge of Allegiance  
A-2

## B. Superintendent Recommendations

Superintendent Wheeler lead the board in the work session and discussion on the following:

Work Session  
B-1

1. Remote Learning Plan
2. Responsible Reopening Plan (Remote Learning 2.0)

Berea Remote Learning Plan (on the agenda) is a document that is required by the Ohio Department of Education and is due August 21<sup>st</sup>. The Board has to review and approve it and then we submit it to them. ODE does not approve this, we just have to submit it to them and then they load it onto the website along with everybody that has a remote learning plan. The second document that we will be going over details everything on the remote learning plan, and the first document is meant to be very general and at any point we need to do anything with remote learning we are able to submit an amended version, for example what we are doing for attendance doesn't work so we change the process so then we just amend the Remote Learning Plan and resubmit. The first document is not the details the details are in the second document being presented.

Adam Marino, Director of Academic Affairs went over the Remote Learning Plan (*not the detailed document*) Mr. Marino began by saying that the remote learning plan is divided into six sections and is meant to be very general. The first section is Instructional Needs with the following outline:

1. based on content standards
2. aligns with curriculum for teacher-led instruction
3. clear expectations established for the instructors
4. good communications with the building principals, teachers and administrators
5. standards and alignments – process called TBT (Teacher Based Team)– we look at data by students and make decisions on that students' efforts

The second section: Competency, Granting Credit & Promoting Students

1. grade level content standards are the aspect of evaluating and that is the aspect we report progress on and methods have not changed over previous years, student assessments, work completion, completing course objectives, and a grading scale that we will continue to use as we have done before

The third section: Attendance and Participation

Work Session  
Cont.  
B-1

1. communication and attendance plan for staff and students
2. documenting student participation in remote learning
3. communicate the plan with families and other stakeholders
4. daily attendance will be taken in Blackboard Learn and Infinite Campus
5. student participation documented in learning modules, including discussion posts, activities, assessments
6. Attendance will be taken in Blackboard Collaborate (virtual meeting tool)

Fourth section: Progress Monitoring

1. BCSD grading system evaluates, monitors, and records student progress records and reports of individual students are kept electronically in Infinite Campus and Blackboard Learning Management System Staff and parents will have access to students' progress and grades through the staff and parent portal. Students will have their progress monitored by their teacher(s).

Fifth section: Equitable Access

1. All students will receive a Chromebook
2. Hotspots will be provided to families based on need
3. Students will be rostered in Blackboard Learn and provided training in using the LMS
4. All classes/courses will be developed using Quality Matters guidelines

Sixth section: Professional Learning

1. Staff will receive training on Blended/Virtual/Remote learning
2. Staff will receive training on Blackboard Learn LMS
3. Staff will have opportunities throughout the year to optimize the learning experience

Ana Chapman asked when attendance is taken in Blackboard Learn, does that automatically go into Infinite Campus or do you have to do both?

Mr. Marino answered: We are working on that to see what we can do, it can yes, it has that option.

Neal Postel – Blackboard LMS, what is the acronym?

Mr. Marino – Learning Management System

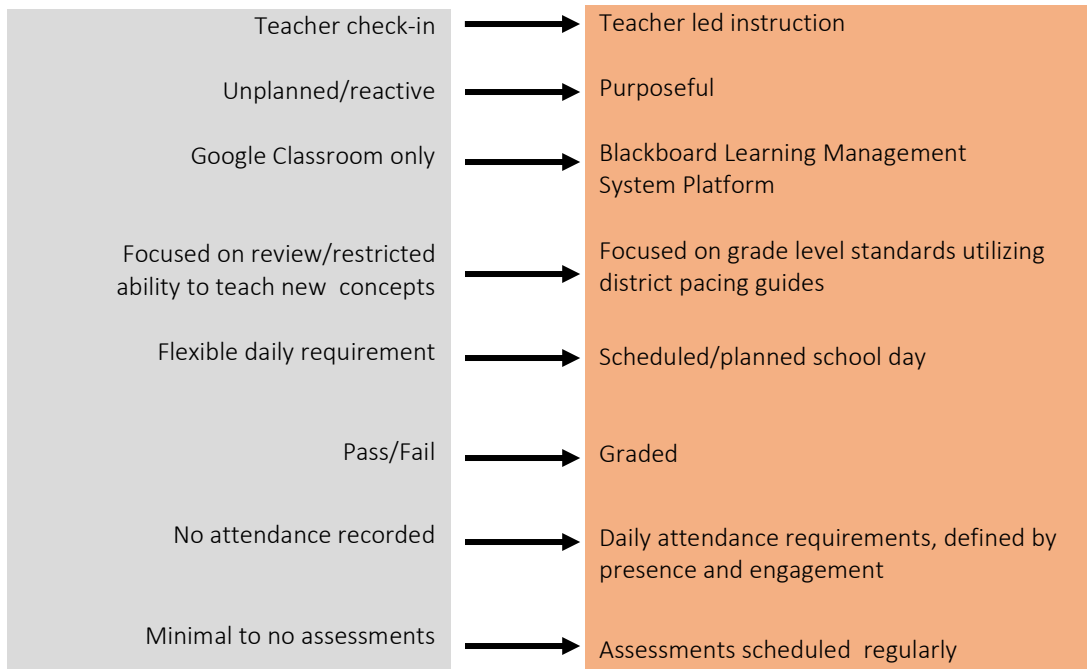
Mrs. Wheeler - The Responsible Reopening Document is going to be a part of remote learning and it will also talk about in-person learning, Titans Virtual Learning Academy, cleaning protocols, it also has "What if someone tests positive for COVID, this is our detailed plan and still in draft format, our goal is to get your input and feed back tonight so by Wednesday we can roll this out to the community. As things change, if they change, we will be updating this as we go. Mrs. Wheeler went over the pickup for a Chromebook and each building will come up with their own plan to hand out student Chromebooks, books and supplies. With our Cares money we are purchasing every student a mini whiteboard. The high school and middle school will work on a date for a virtual open house and for the elementary we felt was important for each child to come in with their parent and bring in their Chromebook and the teacher show them how to log on and what the new platform looks like. One of the things we heard from our families was that they needed remote learning to look differently than in the spring, again we keep saying that spring was an emergency remote and we will be way better prepared for this as we move forward starting in September. It was important for us to show our families how it is going to look different.

Mr. Marino went over the differences between the emergency remote in the spring to what the remote learning will be like at the beginning of the school year.

Work Session  
Cont.  
B-1

**Crisis Response Remote Learning  
(March – May 2020)**

**Remote Learning 2.0**



Ms. Bobincheck, Director of Pupil Services went over the schedule for Preschool Remote Learning listed on page 9 of the Responsible Reopening Document. The child in the Preschool program will sign on for live sessions with their teachers for each day their child is scheduled for that program. (3 days a week or 4 days a week program) There will be opportunities for families to schedule time with their teachers and an expectation of teachers to reach out to every child in the classroom and schedule at least one, one on one session during the week so they can get some individual instruction in addition to the core group live sessions.

We have to consider the needs of the children sitting in front of a computer for an extended time and it is not a realistic option for our preschoolers so what they are going to do is preschool teachers are going to record sessions based on early learning standards (such as a book being read and questions at the end) so that families can watch together or before they go to bed at night or before nap time and that can be flexible and families can utilize those recorded lessons (our staff recordings) that are convenient for families schedules. There will opportunities for parents to set up times with the staff for consultation, clarification for different activities, and also that one on one intervention time with the students at least once a week. If a child has an IEP that frequency may be different depending on what their IEP says.

Mr. Marino went over the elementary, middle and high school schedules and gave some general overview of some similarities. What you will see as a consistent pattern is a class or period and it is a structured day and it really mirrors a typical day you have your courses, your periods, special classes and built in with support along with it.

Cori Farris - On the independent practice sessions at the end of the day, Mrs. Farris asked for an example to what that would look like online. What does independent practice mean and what would be an example?

Mr. Marino – Independent practice is where there is content given or if a student has work (i.e. math problems) this is a time to work on it and get it done. This is a time built in to get some work done that was talked about in class.

Mrs. Farris – like a virtual study hall

Mrs. Chapman – asked if Blackboard had the ability to have break out rooms for small groups and the reply was yes.

Mrs. Wheeler – Every Monday – Thursday will be asynchronous learning and Fridays will be no new content day, kids will still have work to do on Friday but there will be no new content and not follow their schedule. On Friday’s teachers can do their TBT meetings, office hours, help session.

Mrs. Farris asked if attendance will be taken on Friday’s and the reply was no. It will give staff time to do some services, interventions and enrichments, parent meetings, and the day staff is expected to work on grades, input and feedback to kids on what they have been doing during the course of the week.

Mr. Dockman – From surveys, do we know how many kids are by themselves during the day without no adult help at home?

Mrs. Wheeler – No, we do not.

Mr. Marino – We will know if they log in, if a student is not engaged as if they were in person, a teacher will reach out and get a hold of them, hopefully that day, they will reach out to all the numbers that the parent/guardian has supplied and by email or make a home visit.

Mr. Blatnica – One of the goals that is different this year from last year is that we want students to be engaged by the teacher to provide the content of the student’s day

Mr. Dockman replied he was just concerned about the student at home and parents at work.

Mr. Blatnica - The courses are recorded so that the parent or student can go back and listen to the lesson as/if needed.

Mr. Dockman – so if a kindergarten couldn’t sit down from 9a.m –noon then they can get that lesson at night?

Mr. Blatnica – yes.

Mr. Dockman – does not expect a childcare provider to be a teacher as a parent would be, some can do that and its great but some parents just need the child to be overseen.

Mr. Marino - Teacher Expectations were discussed along with parent expectations and can also be found in the Responsible Reopening document.

Mrs. Farris – So if a student signs in and watches the recording is that how their attendance is checked off.

Mr. Marino – yes.

Mrs. Chapman – So what happens if after the first week there are students that teachers haven’t heard from, what is going to happen then, how do you get that solved. Ms. Bobincheck said that was a topic she was going to talk about and asked if she could answer that question then. Mrs. Chapman replied, yes.

Mr. Marino - Attendance is taken when a student logs in, if a student does not log in all day then that is counted as an absence and we will follow our typical process following up with emails, phone calls to let the parent know that the student did not log in at any time during the day and did not show up for any of the classes. Even if the student is there and the work is not being completed there should be communication letting the parent know that the work is not being completed.

Mrs. Farris – If you have a single parent who has an 8:00 – 5:00 job, kids are at grandmas and she doesn't have the ability to help that child out, but they plan on doing their days' worth of work after the parent picks the kid up and after dinner, and they log in and do the work. That student never actually shows up during the school day at all, is that acceptable.

Mr. Marino, yes that is acceptable and that is why the lesson design has to be for all situations. The student may miss out on some live Q & A sessions but the teacher should anticipate that barrier and have some online discussion questions that the student should have to respond to.

Mrs. Farris – hopes that the teachers see that pattern and be aware of it and be more accommodating for it and maybe make the attempt to reach out to that child personally maybe a live communication between that student and the teacher be on top of that.

Mr. Duke – That would be proactive verses reactive – Will the teacher during the face to face meetings at the beginning especially at the elementary level try and find out what the situation is for each family.

Mrs. Wheeler, Yes, even if they are grandmas we want the student to log in if grandma has internet because we want the teacher teaching. We are not asking the parents to teach nor grandparents. The student should be able to go through their day and that will be our question to them, if you're not on then why, and then we have to figure out what we can do to help in that process.

Ms. Bobincheck talked about students with IEPs/504 Plans.

#### IEPs

\*Students with an IEP will be assigned a case manager to coordinate and monitor services and progress while communicating with parents regularly.

\*Case manager will contact the parent/guardian prior to instruction beginning.

\*Accommodations will be provided.

\*Service delivery may differ from the traditional setting.

\*IEP teams will meet to discuss what services will look like in the alternate setting if different.

#### 504 Plans

\*Students with a 504 plan will be assigned a school counselor for a case manager.

\*Students receiving Section 504 accommodations will be provided accommodations.

\*Accommodations may differ than the traditional setting.

\*Case manager will meet with the parent/guardian and administrator to discuss what accommodations will look like in the remote setting if different.

Mrs. Farris asked Ms. Bobincheck to explain the difference between an IEP and a 504.

Ms. Bobincheck – a student with an IEP, basically a team has gone through lots of elements and assessments, information and feedback and background from parents and the team looks at the information and determines that a child needs a special design instruction that is in addition to or different than a general classroom of the same grade is getting. So special design instruction is tied directly to an IEP. Another scenario would be that we went through an evaluation of a student and said that they do not need special instruction but just needs accommodations, for example they may need some extra time due to an physical ailment .

The instruction doesn't change, it's just the access, and may have something in addition to access the instruction.

Mrs. Farris asked what the percentage within our district for children with IEP and/or 504's?

Ms. Bobincheck - the percentage of IEP's is around 16% and the 504's is less than 16% but close.

#### Social and Emotional Needs

Social and emotional learning will continue to be incorporated, however, we recognize the need for more academic rigor this fall.

Schools have teams who work with difficult situations to ensure we are supporting students. Social workers and psychologists are available for any check-ins or further counseling that may be needed during remote learning.

Mrs. Wheeler - The recommendation for athletics is just a statement right now and is included in the Remote Learning Plan as shown below. Tomorrow there is an update from the governor and then we will meet on Wednesday and talk about how we will proceed with athletics.

#### Athletics and Activities

The Cuyahoga County Board of Health recommends that fall sports and extracurricular activities are postponed during the nine (9) week remote learning period. Berea City School District remains committed to continually evaluating and determining next steps through the lens of the most current data and health recommendations from the CCBH with regard to athletics and extracurricular activities.

Mrs. Farris – The bus schedule was released?

Mrs. Wheeler – yes, we had to do that thinking that if we do go forward with sports then we are set and if not then they will have to reschedule all the games. We are taking week by week to hear what the governor has to say.

Mr. Dockman – The Board of Health on September 8<sup>th</sup> recommends that we stop extracurriculars.

Mrs. Wheeler – that is correct, the way it is written right now, that is what they are recommending

Mr. Dockman – we have the right to overrule that if that is the recommendation, right.

Mrs. Wheeler – It is a discussion we could have, yes.

Mr. Dockman – so, what is the status right now, on September 8<sup>th</sup> nothing changes, there are no More athletics or extracurriculars.

Mrs. Wheeler – she does not know that she is ready to say yet, she has told athletics and parents that reach out to her that we are going to take this a week at a time. We met last week for changes this week and we will meet on Wednesday after the governor's conference because we don't know what he will say.

Mr. Dockman – If the governor says it is ok to play and the Board of Health recommends you stop all athletics today

Mrs. Wheeler – then that is a decision we will have to make.

Mr. Dockman – When will students get their schedules

Mrs. Wheeler – when we are ready to release them in Infinite Campus.  
We do not have a date for that, there is a piece that has to interface with blackboard.

Ms. Bobincheck - we will remind people to complete their annual update and that is tied to when that information is released. The annual update is required every year.

Mr. Dockman – so no update, no schedule.

Ms. Bobincheck – correct

Mr. Dockman – what is happening on Tuesday, the 8<sup>th</sup>?

Ms. Bobincheck – that is a day for family connections, teachers will reaching out to their children in small groups to the students and/or families.

Mr. Draves – we relize the face to face time especially for K – 4<sup>th</sup> is time consuming to make sure all our kids are up to date and ready, so for September 9<sup>th</sup> when we looked at the time line it just got so tight that we felt that that day was going to be really important so there was frustration on behalf of families trying to log in and we would have them prepared as possible for when we start on the 9<sup>th</sup>.

Mr. Dockman – so the one Kindergarten teacher has the same kids all day?

Mrs. Wheeler – yes.

Mr. Dockman – is that how it is going to be for the elementary grades.

Mrs. Wheeler – yes.

Mr. Marino – their schedule would reflect what they normally have in a typical day, if they share reading and math with two people then they will do that.

Mr. Postel – In middle and high school kids normally change classes. Will the students check in one zoom class and check out and into another?

Mrs. Wheeler – yes, when they go to blackboard what the students will see is all of their different classes.

Mrs. Chapman – so on September 8<sup>th</sup> there will be parents and kids in the elementary buildings meeting with teachers.

Mrs. Wheeler- and probably the week before also, the elementary is going to do their open house on that Thursday night and give them more time to meet with their families. We kind of did the math and said 27 minutes per kid and 25-28 kids in a class and the teacher has to reach out to schedule those. The principals are going to begin organizing that soon so parents can start signing up for times with their teachers.

Mrs. Chapman – the middle school open house is not happening until after school starts?

Mrs. Wheeler – yes

Mr. Draves – the Link group at the middle school is working to orientate with the 5<sup>th</sup> graders and that is the 8<sup>th</sup> grade students. They are looking at the 28<sup>th</sup>. Mr. Draves will follow up with Mrs. MacQuarrie about having a parent open house for the 5<sup>th</sup> graders.

Mrs. Chapman – it just seems counterintuitive to have the kids in class and an open house later on.

Mrs. Wheeler – this is typically what they do.

Mrs. Chapman – it is, but this is not a typical year.

Mrs. Wheeler – Mark and Nick are working very closely with their BILT's and building committees. We have given them flexibility based on their needs and let them decide when to do that. Elementary had to be that way because they wanted to have that face to face part.

Mrs. Chapman – actually the last few years it has been before, the middle and high school open houses have been before school started.

Mr. Draves - the point was a virtual one where the parents could see each teacher and be able to talk about this new abnormal reality of what they are going through and what the expectations are and the connection points. I think it's a great point and probably we need to emphasize that as close to the beginning of the school year as possible if not before.

Mr. Dockman – are the teachers in the building or is that another discussion?

Mrs. Wheeler – yes, the email was sent on Friday that staff have to report.

Mr. Dockman - OK

Mrs. Wheeler – it is a potential that Cuyahoga County could drop down to level 2 –orange level. Initially we had if we dropped to this level we would be in person. In the superintendents meeting with the Board of Health on Friday, they are not giving an indication of not lifting the recommendation of coming back even if we were to go into level 2. We were hoping that if it got down to that level that some of that would change. The Board of Health emphasized the county does not have the capability to test pediatrics and they are very concerned about that, what they told us on Friday, level 3 red to level 2 orange that we are still in remote learning. The reason we would go from red to orange is a decrease in the number of positive cases not in the positivity rate. They are looking for sustainability, that it is more than just a week or two weeks, again their biggest concern is that they do not have the capability to test and that is the problem.

Mr. Dockman – what would shorten the 9 week remote

Mrs. Wheeler – The Board of Health not making the recommendation that we are remote.

Mr. Duke – thinks that the lack of planning on the Board of Health's part in terms of upping their testing capabilities even if we do go to an orange or yellow should not preclude us from going back. He knows that other school districts are considering that as well. That's frustrating that we've bumped this down from what we saw a couple of weeks ago, he was just concerned that the Board of Health will never ever have testing capabilities and if that is their main reason for recommending remote learning we need to start thinking more practical about getting our students in there in a safe manner. Mr. Duke said that it was frustrating to hear that they stated that.

Mrs. Wheeler – We continue to receive updates weekly.



Postel moved and Duke seconded the recommendation that the Board of Education adopt the Berea School District Remote Learning Plan to provide instruction using a remote learning model for the 2020-2021 school year in accordance with Section 16 of Sub. H.B. 164 of the 133<sup>rd</sup> General Assembly.

School District Remote  
Learning Plan  
B-2  
**20-0817-1206**

Roll Call: Ayes: Chapman  Duke  Dockman  Farris  Postel   
Nays: None Motion carried

**C. Executive Session**

Postel moved and Duke seconded the recommendation to move to Executive Session for the purpose of reviewing negotiations with public employees concerning terms and conditions of employment and to conference with Board counsel regarding imminent litigation.

Executive Session  
C-1  
**20-0817-1207**

Time in 7:51 p.m. Time out 8:46 p.m.

Roll Call: Ayes: Chapman  Duke  Dockman  Farris  Postel   
Nays: None Motion carried

**D. Adjournment**

Duke moved and Postel seconded that the meeting be adjourned.

Adjournment  
D-1

Roll Call: Ayes: Chapman  Duke  Dockman  Farris  Postel   
Nays: None Motion carried

**20-0817-1208**

Time meeting ended: 8:47 p.m.

*This is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting.*

Date of Approval: October 5, 2020 APPROVED: Ana Chapman ATTEST: Julia Lowe