



Bard LSAT/Reopen Community Corps Meeting #2 Minutes
December 7, 2020, 5:00-7:00pm

Zoom Meeting

<https://us02web.zoom.us/j/9935705304?pwd=V2N0YVhVaWdCMUZNNFYzbnVtMnAvUT09>

Meeting ID:

Passcode: 942248

LSAT Member Attendees: Nakisha Winston (Parent Co-Chair), Michael Sigrist (WTU Building Rep), Brandon Dailey, Dr. Hany, Dr. Kim, Dr. Bampoh, Manika Morgan, Sherita Wallace-Reid

Principal Anderson, AP Chisolm, AP Gloor, Tonya Hawkins (Staff), Lindsay Raymond (Secretary), Dr. Huamon (Faculty), Dr. Qian (Faculty), Dr. Yawa (Faculty), Chenine Dyson (Faculty), Alessandra Romano-Berg (Faculty), Dr. Mika Turim-Nygren (Faculty)

Vanessa Anderson, Principal, called the meeting to order at 5:05pm.

1. Interim Reopening Data

Selection:

Priority to Y2s, then failing students with IEPs, then failing students, other students

- Data: -9 chronically absent students (2 9th graders, 2 9th grade repeaters, 4 10th graders, 1 Y2)
- -Term 1 failures-80 students failed at least one course (excluding Advisory)

Demand:

To date, 51 (20%) families have responded:

- 9th grade 19
- 10th grade 29
- Y1 0
- Y2 2

27% would like an in-person learning experience (73% prefer to remain virtual)

- 9th 50% in-person
- 10th 17% in-person
- Y1 N/A
- Y2 0%

Main concerns: public health indicators/transmission rates throughout city; transportation; building safety, testing

Parents indicating a desire for an in-person experience, stress a desire for a hybrid experience; they still are not comfortable with the idea of all students being in the building at the same time.

Testing:

DCPS is piloting a protocol for symptomatic and asymptomatic testing for students and staff in CARES classrooms that could be scaled up to include secondary in-person learning in Term 3

Staffing:

- Volunteer staffing – WTU survey closes 12/11
- Then DCPS ranks staff eligible for in-person work

Operations:

- DCPS has updated staff:student ratio of 1:11; we are working with 1:11
- HVAC enhancements are underway in the building
- PPE deliveries
- No more than 2 cohorts per adult

Public Comment/Questions:

Q: How would staffing work in relationship to course load? Would students in the building essentially be attending their normal course load online on their devices using headphones, just in the school building? Would teachers be teaching their normal online classes rather than the students in front of them?

A: We opted for the student support model. Students are in regular virtual classrooms but we can have students who are in-person and enrolled in an in-person teacher's class take the class.

Q: Testing is only in response to symptoms, rather than as a regular preventative method for potential asymptomatic cases for faculty?

A: There is a plan for regular asymptomatic testing. Faculty working with students would test at home and send samples in to get results. If faculty exhibit symptoms, they can go home and be tested by their healthcare provider or have a department of health employee come to school to test.

Q: Is the Pilot just for certain schools right now?

A: The Pilot is just for CARE Classrooms that are open. CARE Classrooms are located at elementary schools.

Q: How regular is the asymptomatic testing?

A: At home asymptomatic testing is weekly.

Q: What's the difference between students attending a CARE classroom and those attending Student Support Center (SSC) like Bard?

A: The function and frequency are different. We are secondary and CARE is elementary. CARE meets everyday

and ours meets once a week. Our student support center targets certain students and works with them on addressing specific needs.

Q: How many students will be coming in-person?

A: 20 students daily. 2 cohorts of 10 students. We are aiming to serve 80 students total.

Q: Would the cohorts be divided by grade?

A: Yes.

Q: Would in-person teachers be switching days?

A: Teachers would be teaching the same students on the same days and their teaching load would be considered.

Q: When the school reopens would the SCC go away on Wednesdays?

A: The idea is to fold them in - an expansion of the student support model.

Q: Is there a concern that there are more 9th graders that fall into these categories?

A: Right now the data aligns to course failure data. There is the possibility that we need to rethink the allocations.

Q: The volunteer survey closes on Friday. Are there any volunteers yet?

A: The data isn't available yet.

Q: How would a teaching schedule work?

A: A teacher would teach an in-person classroom for 1 or 2 class periods. For those 1 or 2 class periods, there is the possibility that another section of hers would have to be larger, or another teacher's. The idea is that if a teacher is working from 9-12 in-person, then from 12-4 the teacher could do their non-teaching work elsewhere in the building.

Q: If a virtual teacher comes in on Wednesday's, are they no longer available for office hours?

A: They would have to shift when their office hours would be.

Q: Will virtual classes be larger?

A: Most likely, yes.

Q: I am concerned about class size for online classes; it is already tricky to try to engage 20-24 students equally in an online setting. 30 would be difficult. Is there any chance at block scheduling?

A: We would try to cap at 25.

Q: Is there any chance at block scheduling?

A: There is not a 0% chance, but shifting the master schedule mid-year would be difficult and it would impact the ability to earn the associates degree for college students.

Q: Students who are required a dedicated aide must be required this service, so if a student needs an aide their's would be there?

A: Currently, none of our students require this accommodation. But yes, if a student required an aide their aide would be in-person.

Q: Would students who meet with service providers be able to meet in-person?

A: It would be a possibility for service providers to be in-person, but it depends on staffing assignment.

Q: Say someone does test positive, are there any enhanced cleaning protocols required?

A: The protocol does call for deep cleaning as well as isolation of anybody present. Pre-pandemic cleaning may have happened twice a day, now, it will happen 5 times a day. There will be a schedule where the cleaning is more frequent. Contact tracing would also occur.

Q: Has there been a walk through scheduled?

A: There is not one scheduled, but a walk through will happen prior to Term 3

Q: Will there be additional staff hired for deep cleaning?

A: No. The schedule will just look different. They will be serving a smaller population.

Q: Additional staff listed on the report includes staff to assist clean. Will we be getting additional staff?

A: Not necessarily. It was a question and our response was regarding what additional staff would be helpful.

Q: When is the Nursing Suite currently open?

A: The Nurse is there Monday-Thursday from 8:30-4.

Q: Who hands out the breakfast and lunch?

A: We are a meal site so students come in and grab their meal for the day from Food and Nutrition Services. It's a breakfast and lunch bag and eat during the day while they're being supported.

Q: Are you going to have substitute teachers?

A: We are open to it. Pre-pandemic substitutes have been scarce and unreliable. Last year we had our faculty and staff cover for each other.

Q: The students are eating in class while learning?

A: Typically there is a Lunch Break, but with our model now it works.

Q: What about having masks off while eating?

A: Eating is the only time masks are allowed off and desks are spaced at least 6 feet apart.

Q: If someone does get sick, how long would the school shut down be? Would the teacher be asked to abruptly shift to online classes?

A: We would if there was a case detected. It's ultimately up to DCPS and the Department of Health whether to shut down the entire school or just isolated classrooms or areas where contact may have occurred. Students who were being supported would no longer get the in-person support but we would have to come up with ways to support virtually.

Q: Has there any discussion about if a student does test positive how they would be transported home?

A: That is up to the family to determine. The designated isolation room is where student would wait to be picked up.

Q: Are you blocking off sections of the school so the whole school doesn't need to be cleaned by custodial staff?

A: The plan is to utilize just the first floor.

Q: Can the Instructional Superintendent change the plan?

A: The final draft goes to the Office of Teaching and Learning. He will do a quick review: is it equitable, data drive, are we reaching high-need students?

Q: If transportation is an issue due to metro service being lower, is there Title 1 money we could use to help families in need.

A: We have \$865 in Title 1 money.

Comment: It seems like there should be a parallel plan for the vast majority of our kids who will remain learning virtually.

Q: Even if students are meeting in person Monday and Tuesday, they would still have virtual classes Thursday and Friday?

A: Yes. They would just be receiving some in-person support for those classes.

Q: Do we know the hours for in-person?

A: Likely 9-4pm.

Q: What does a day like that look like?

A: Log into advisories and online classes with whoever is in the classroom for support.

Q: Where's the need for an actual teacher?

A: What we do need is adults. We don't have a lot of non-instructional staff. We could potentially schedule students so that a class is with a teacher.

Q: Do in-person teachers receive additional pay for the additional risk and lift of a hybrid like model?

A: No answer to this question yet.

Q: Is this plan going to be reassessed closer to Term 3?

A: Yes. This plan is for if COVID numbers and cases support reopening.

Q: What happens to students/families who don't respond to the survey?

A: The default is virtual.

Meeting adjourned at 6:34pm.

Remaining LSAT 2020-2021 Meetings:

| Date | Time |
|---|-------|
| December 21st | 5-7pm |
| January 25th (school closed on the 18th) | TBD |
| February 22nd (school closed on the 15th) | TBD |
| March 15th | TBD |
| April 19th | TBD |
| May 17th | TBD |
| June 21st | TBD |