

LSAT Meeting Minutes

December 1, 2020

Attendees: Aleta Gladden-Alsop, Kalyn Blueitt, Thomas Quigley, Julie Hamlin, Melissa Bryant, Lavinia Mitchell, Margaret Boyd, Dr. Calvin Hooks, Jennifer Chaggaris, Katie Mustian, Rocky Parrish, Adam Severs, and Marie Connolly

- Meeting began at 4:00pm
- Warm-up and Reviewed Meeting’s Purpose.
- Ms. Mustian shared student empathy responses from interviews she did with 4 students from grades 1st -5th. The students answered the following questions. Tell me about something you learned this year that you found interesting. What do you like about school right now? What challenges do you have with doing schoolwork at home? What do you wish your teachers knew about what it’s like to do schoolwork from home?
- Dr. Hooks shared **Listening to Our Families: Survey Feedback**. Parents responded to the question: What is most important for you to know in making the decision to return to in-person learning? Responses included: testing/vaccine/safety conditions, plan details/schedule, support and buy-in from teachers, decrease in COVID-19 cases, nothing additional needed/ready to return, transportation, no risk.
- Reviewed engagement pillars and baseline expectations for reopening elementary schools.

Safety: Safety of students and staff is paramount. All DCPS health and safety protocols outlined must be adhered to (for example, cohorts of students remain together). More detail in step #3 Operational Constraints.

Students: Expectations are designed to open in-person learning first for students who have significant barriers to success with virtual learning. Schools should meet family demand for student seats (thoughtfully designed use of CARE or In-Person Learning) up to the capacity of the school. More detail in step #2, Student Selection.

Talent: Teachers will work directly with students in-person, including self-contained (In-Person Learning Classes). Other Staff members will be able to work with groups of students learning virtually at school (CARE Classes)

Schedule: In person students must remain in cohorts in school buildings. Preserving live instructional time (in- person and virtual) should be prioritized—all students must have access to at least 4 days of live instruction. Students will continue to follow the DCPS curriculum and continue to receive instruction in all content areas. Students must continue to receive their specialized instruction and EL services regardless of model.

The Reopening Community Corps reviewed the different instructional model options for term 3 in order to answer the question: How can the instructional model meet the baseline expectations and our school’s unique goals?

Model A: One Teacher Instructs One Cohort All Week	Model B: One Teacher Instructs In-Person and Virtually All Week (Often with Support Staff)	Model C: Two Teachers Rotate to Instruct 2 Days In-Person and 3 Days Virtually	Model D: One Teacher Instructs 2 Cohorts of Students (In-Person and Virtual)
Students come to school 4 or 4.5 days per week for all instruction. The teacher is responsible for the	Students come to school 4 or 4.5 days per week. Students learn content simultaneously either at	Students come to school 4 days per week and have two teachers (e.g. humanities/STEM or	Students come to school 2 days per week (M/T or Th/F). Their teacher teaches A cohort in person
virtual students all subjects up to the class cap. <i>All other students would be instructed virtually by other teachers.</i>	home or in-person from the same teacher. Teacher teaches their whole class with some students reporting in school and the rest participating virtually.	English/Spanish). Each teacher teaches in-person 2 days and virtually 3 days. <i>Teachers instruct other half of cohort virtually.</i>	M/T and B cohort Th/F. The days the students are not in school they engage in the Model B (Simulcast) with their teacher.

The team reviewed and discussed what each instructional model is best for, its advantages and disadvantages, and specific considerations.

- The point was made that we could use a different model for different grade bands such for early childhood, k-1st and 2nd-5th.
- Members were leaning away from C since learning just 2 subjects all day is hard for students to stay motivated and they may have more difficulty remembering what was taught with the time between subjects.
- Members were leaning away from D since 2 days a week is harder for parents and teachers are exposed to more students.
- Members were leaning toward Model A , Model B or a combination of Model A for older students and Model B for younger students. Model A may be more difficult for younger students getting use to a new teacher
- Many members mentioned simulcasting can be particularly challenging using the technology or learning to meet the needs of virtual and in-person students at the same time.
- DCPS has not given a recommendation for the number of classrooms to open per grade level.
- Dr. Hooks set the next Reopen Community meeting for Friday, Dec 4th at 9:00am. Reopen Community members will work on prioritizing the grade levels and classes that come back for Term 3.
- Members who were not part of LSAT left the meeting.
- Dr. Hooks shared the SY21-22 Enrollment Projections from DCPS. Hyde's current student enrollment is 386 students. Hyde's enrollment increased from the previous school year. We reviewed the adjustments Dr. Hooks made to DCPS projections. We currently have 65 third grades who will be in fourth grade next year, so we increased the DCPS Projection for 4th grade from 56 to 60 to allow us to have 3 teachers for fourth grade instead of just 2 if the projection remains at 56 and from past enrollment 90% or higher of students in the upper grades remain at Hyde. For 1st grade, we changed the projection from 62 to 60 and for 2nd grade we changed from 67 to 65. All other projections remain the same. We can always accept more student above the enrollment projection cap, but whatever cap is set we must fill.
- Meeting ended at approximately 5:30 pm