



Peabody and Watkins Elementary Schools Reopen Community Corps Meeting #3

December 2020

Technical Housekeeping

- RCC members raise hands to ensure they are presenters, not attendees.
 - APs will change status.
- ASL interpreter identifies self in chat.
 - People in need "pin" ASL interpreter.
- Attendees are always on mute.
- Presenters stay on mute until called on.
- Presenters can raise hands to be called on.
- Anyone can ask questions at Q&A locations through the chat.

Meeting Purpose



- 1) Share Reflections from What we Have Been Hearing in Our School Community and Discuss Learning Preference Data
- 2) Understand Staffing and Student Selection Approach
- 3) Finalize Instructional Model Recommendation for the grade levels
- 4) Discuss Engagement Planning for the Broader School Community

Agenda

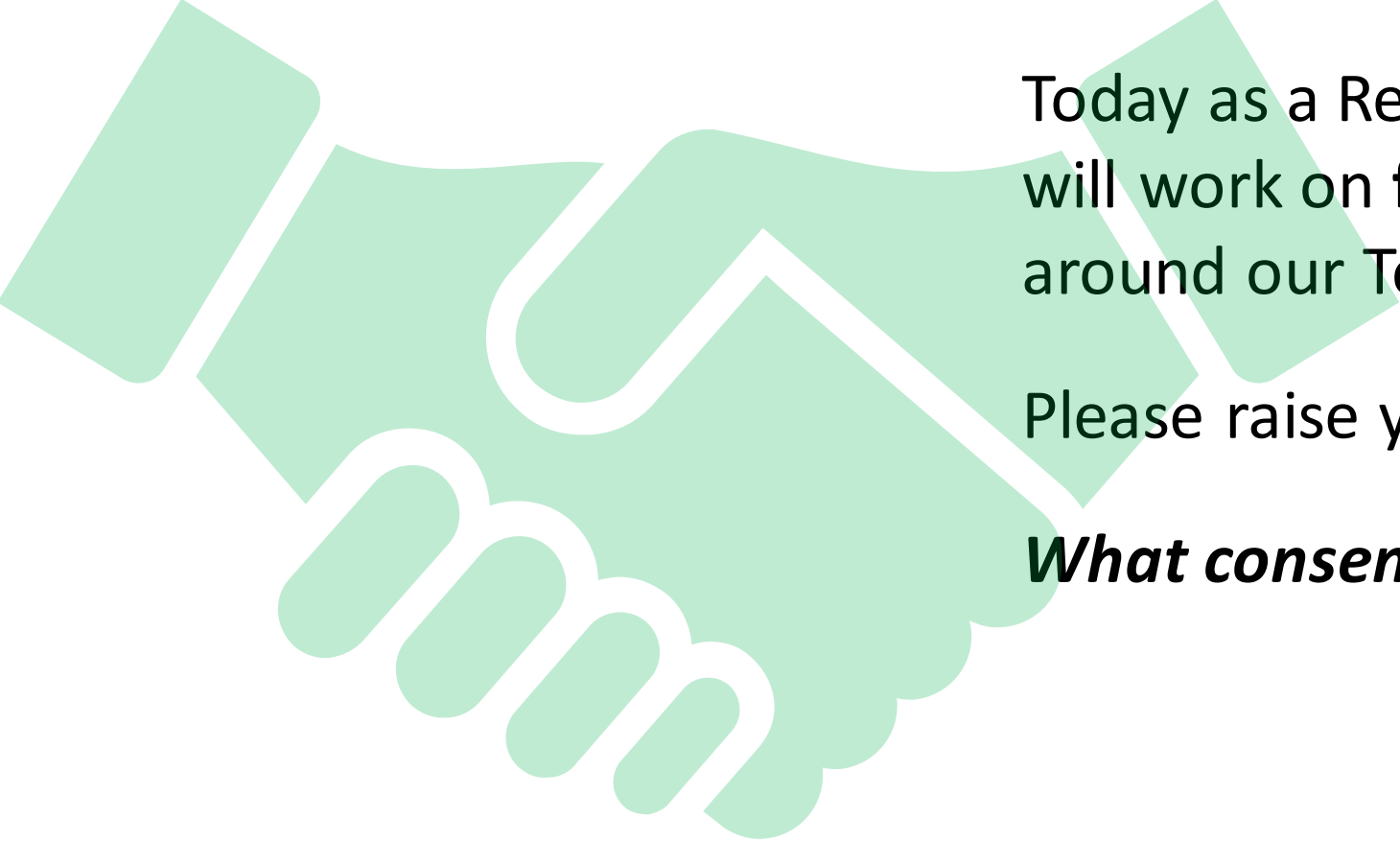


- **Welcome and Opener**
- School Reflections Since Last Meeting
 - CARE Classroom Highlights
 - Student Input Reflections
 - Family Input Reflections
- Demand Survey Data Review
- Staffing Approach
- Student Selection Approach
- Finalize Instructional Model
- Next Steps and Engagement Planning

Who's At the Table?

- WTU representatives
 - LSAT teacher and parent representatives
 - PTA representatives
 - RCE representative
-
- Special Guest: Chancellor Ferebee

Warm-Up



Today as a Reopen Community Corps we will work on **finding common ground** around our Term 3 Instructional Model.

Please raise your hand or add to the chat:

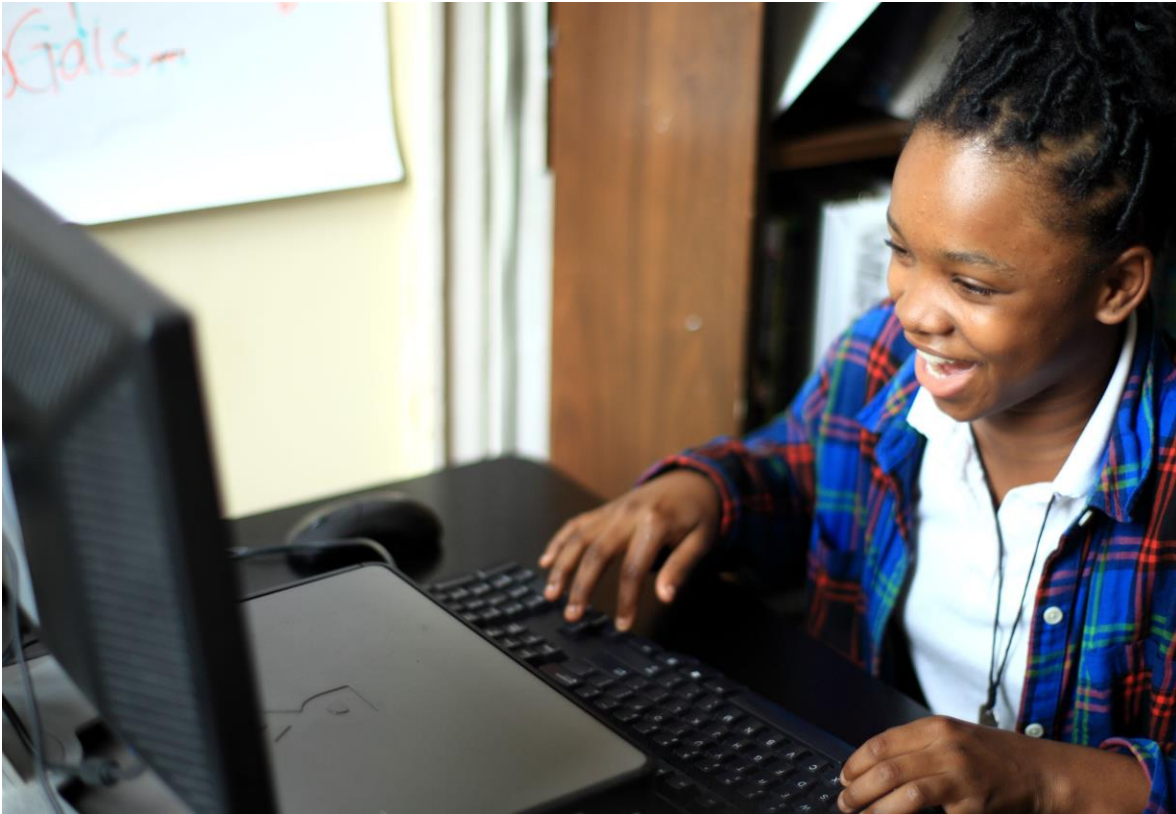
What consensus means to me.....

WHAT WORD WOULD YOU USE TO DESCRIBE AN EFFECTIVE PROCESS TO ENGAGE THIS TEAM?



Envisioning success from meeting #1

Agenda



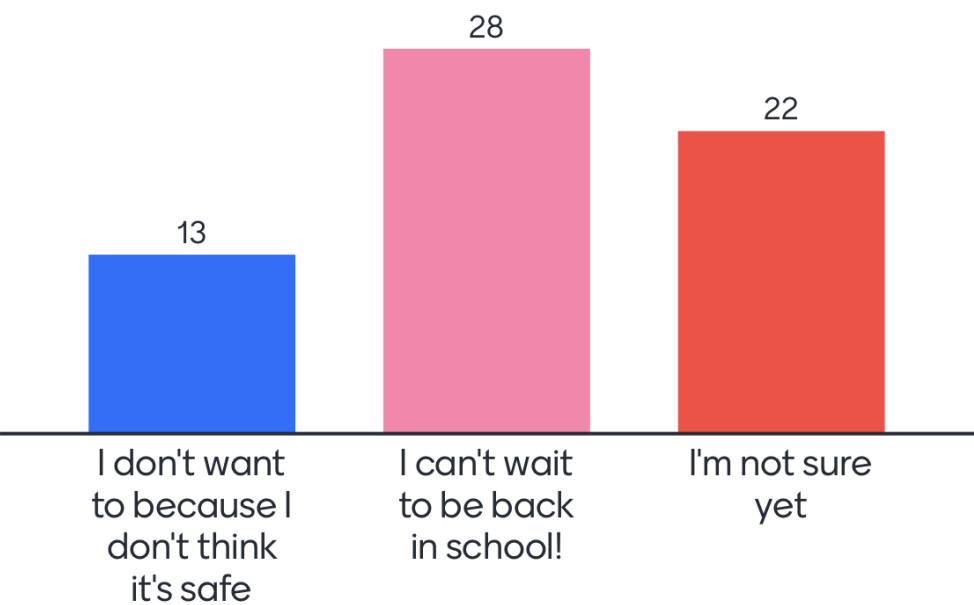
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CARE Classroom Highlights

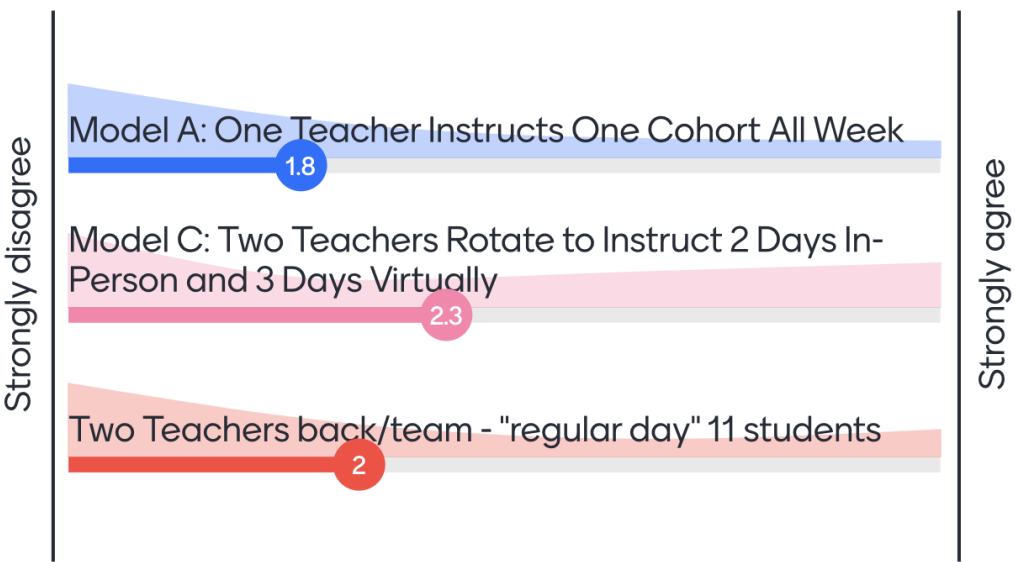


Student Voice – Third Graders

How do you feel about returning to school?

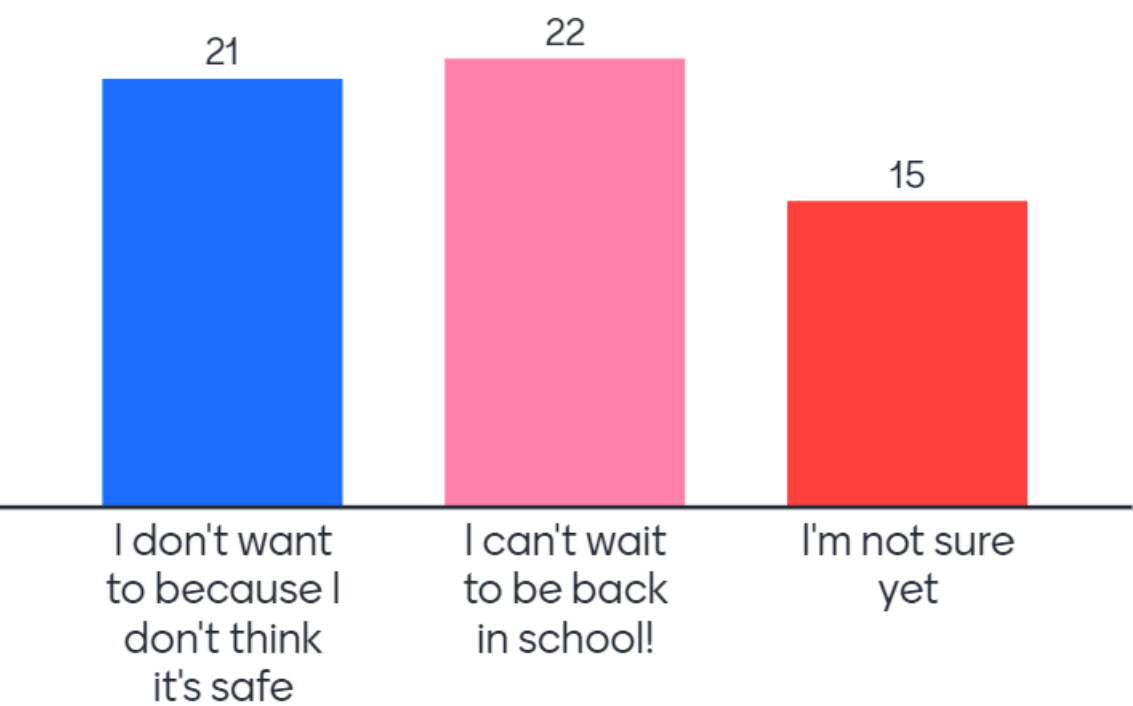


Which model do think is best for us?

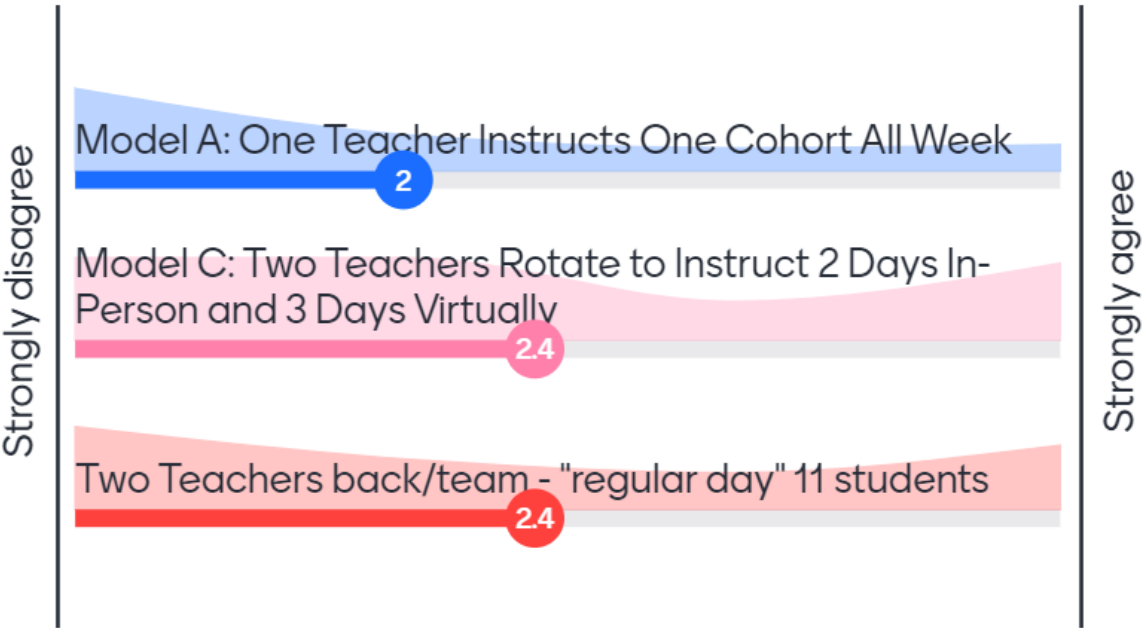


Student Voice – Fourth Graders

How do you feel about returning to school?

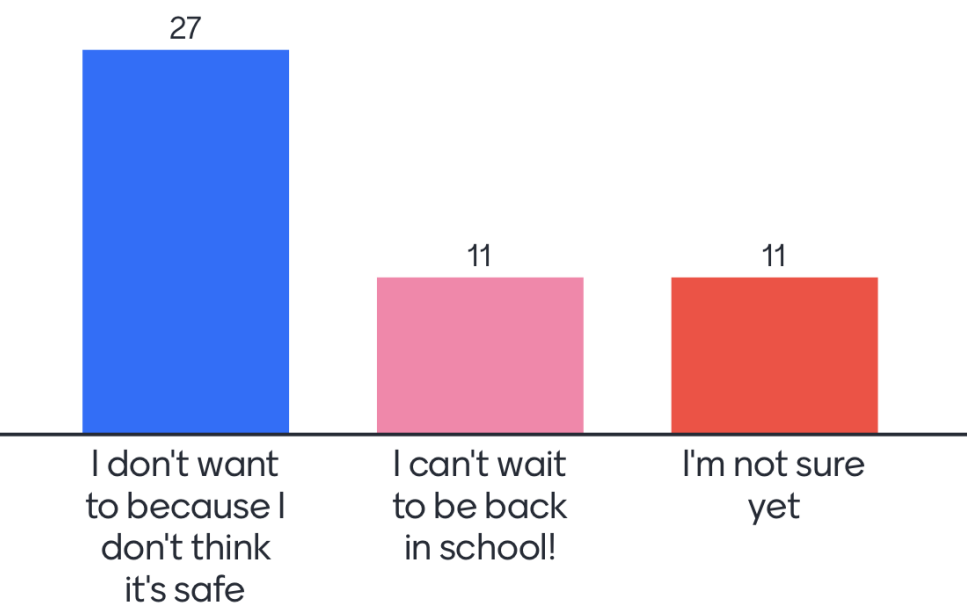


Which model do think is best for us?

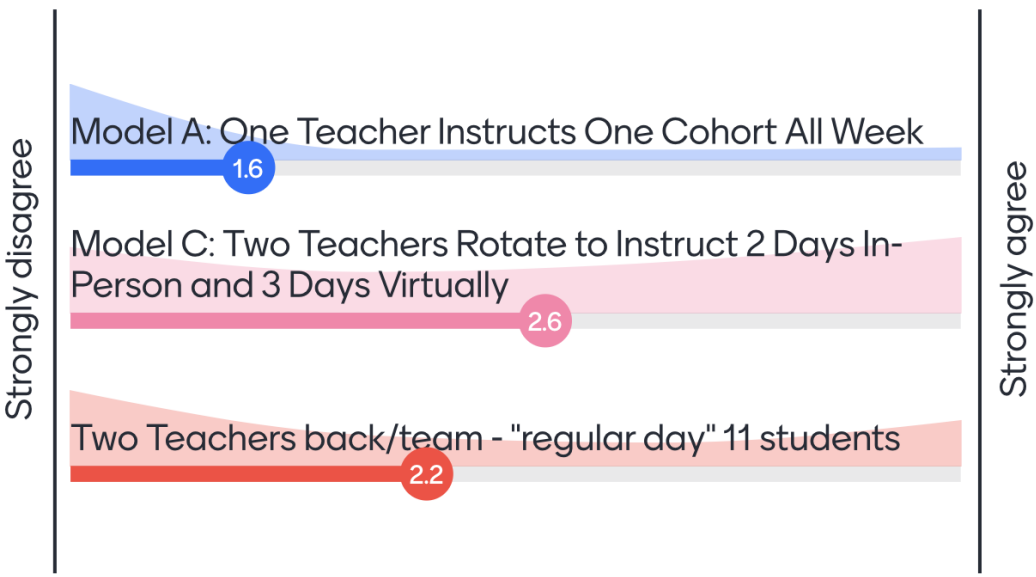


Student Voice – Fifth Graders

How do you feel about returning to school?



Which model do think is best for us?



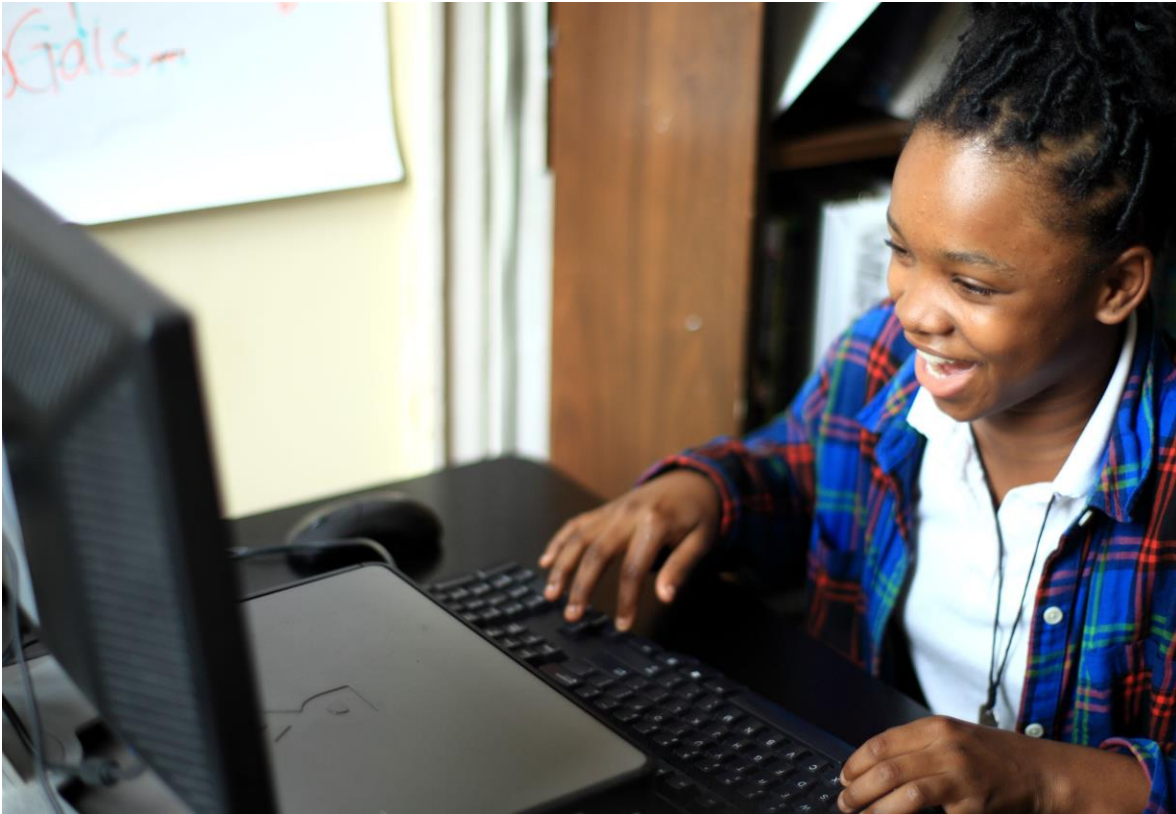


Student Voice – 3rd Graders on Flipgrid

Community Corps Priorities – Meeting #2



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Learning Preference Survey Results

Grade Level	Current enrollment	Community Demand # of In-person responses	Total Responses	IPL Rate (per responses, not enrollment)	Survey Response Rate
PK3	58	34	64	53%	110%
PK4	79	47	91	52%	115%
K	78	43	79	54%	101%
1	76	35	79	44%	104%
2	87	32	75	43%	86%
3	98	26	89	29%	91%
4	96	21	69	30%	72%
5	75	9	36	25%	48%

Community Demand vs In Person Capacity

			1 Teacher Returns/grade level				2 Teachers Return/grade level			
Grade Level	# of In-person responses	Total Responses	Max number of students in person	% of respondents served by IPL	# Students virtual	Virtual Class size	Max number of students in person	% of respondents served by IPL	# Students virtual	Virtual Class size
PK3	34	64	8	24%	50	16.7	16	47%	42	21.0
PK4	47	91	10	21%	69	23.0	20	43%	59	29.5
K	43	79	10	23%	68	22.7	20	47%	58	29.0
1	35	79	11	31%	65	21.7	22	63%	54	27.0
2	32	75	11	34%	76	25.3	22	69%	65	32.5
3	26	89	11	42%	87	29.0	22	85%	76	38.0
4	21	69	11	52%	85	28.3	22	Fully meets demand	74	37.0
5	9	36	11	Fully meets demand	64	21.3	22	Fully meets demand	53	26.5

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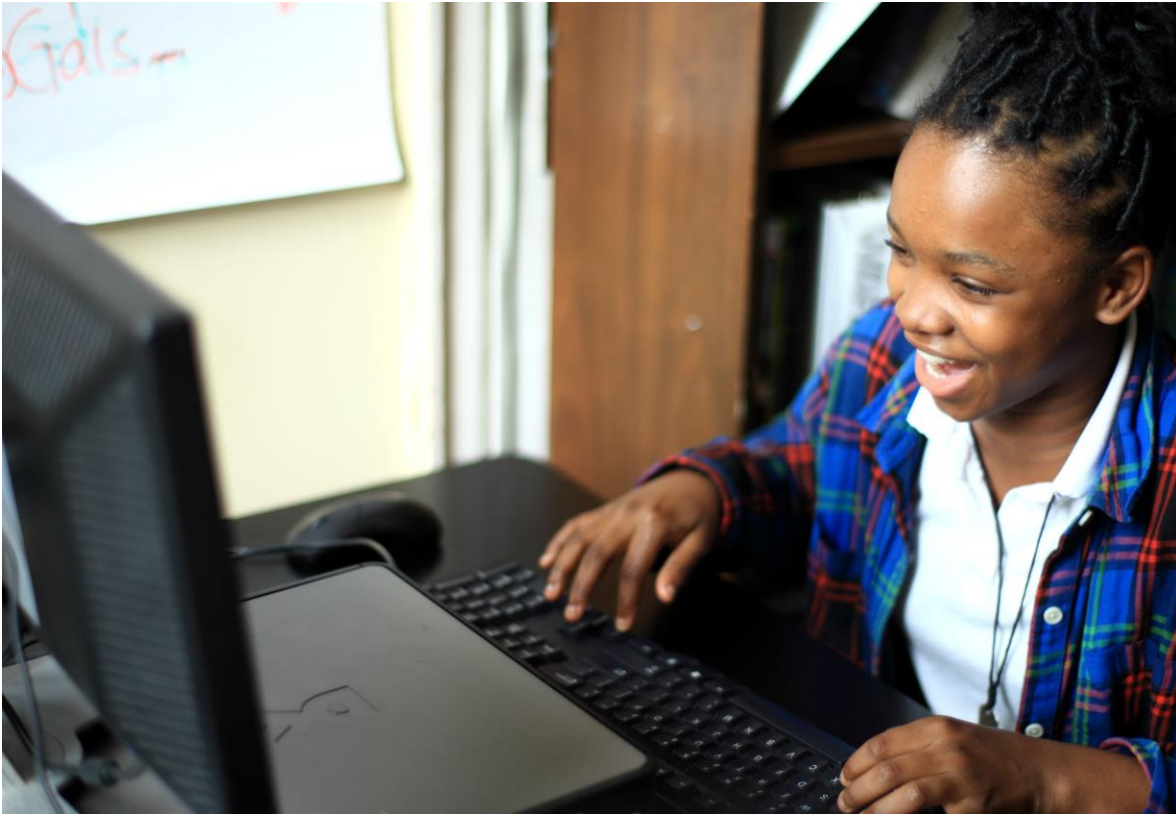
Background Information on Staffing

As we prepare for a safe return to in-person learning for our students, we look forward to welcoming back staff in the coming weeks

Individual staff assignments will be determined based on our learning model and family demand.

- For Members of the Washington Teacher's Union (WTU): DCPS implemented a staffing assignment process aligned with the terms of a tentative Memorandum of Agreement on November 12, 2020 concerning WTU bargaining unit members returning to in-person work. As such, **for Term 3 beginning February 1, 2021, staff members in WTU positions may be assigned to in-person work – unless they have been approved for a federally protected leave or accommodation category through FMLA or ADA** – to meet family demand and the needs of their school. In cases where both in-person and virtual roles are needed, in-person staff assignment(s) will be made via (1) volunteers and then (2) assignment.
- For non-WTU employees: Each employee was provided with an opportunity to complete the staff assignment survey and, as relevant, submit supporting documentation. This information was centrally reviewed to inform staffing decisions. The majority of determinations were driven by an algorithm that considered FMLA and ADA approvals for employees, combined with survey responses and an assessment of the operational needs of the school.

Agenda



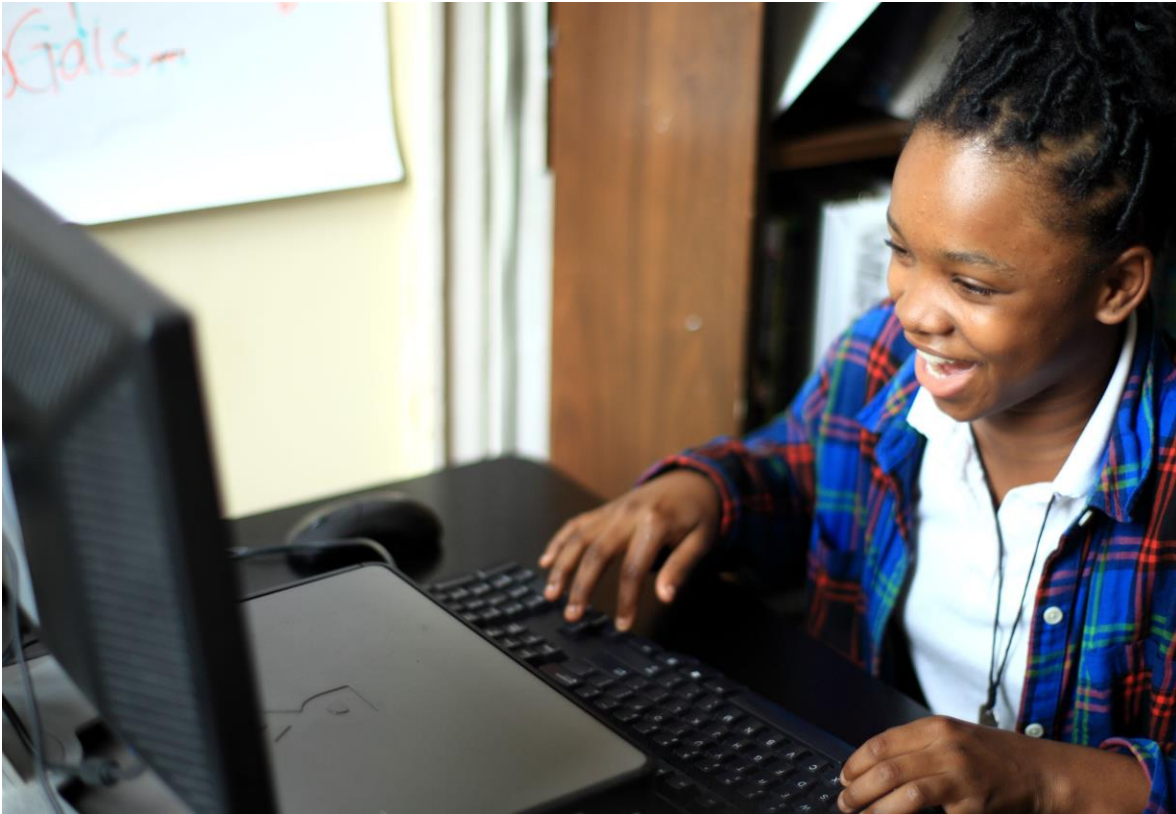
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Thinking About the Student Selection Approach (PK-5)

DCPS continues to be committed to prioritizing students with greatest need for in-person programming opportunities.

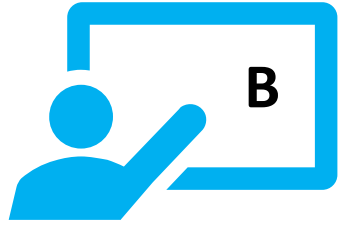
- We plan to honor the elementary selection process for In Person Learning which took place earlier in the fall. Families who previously accepted a seat in In Person Learning would be first in line for seats
- After that, we will prioritize students in the following priority groups: students who are homeless, students who are English Learners or have Individualized Education Plans, and students who are at-risk of academic failure (which includes students in foster care and students receiving SNAP or TANF).
- Principals will be able to "appeal" for students with unique needs in order to help ensure they are offered a seat.
- Those requests will be reviewed and approved by Instructional Superintendents.
 - There will not be a cap on the number of students that can be appealed

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Model A: The Same Teacher Instructs One Class All Week

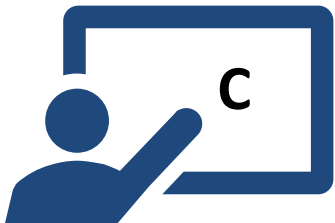


**In-Person
Teachers**

Self-contained, or non-departmentalized like our current PK model.

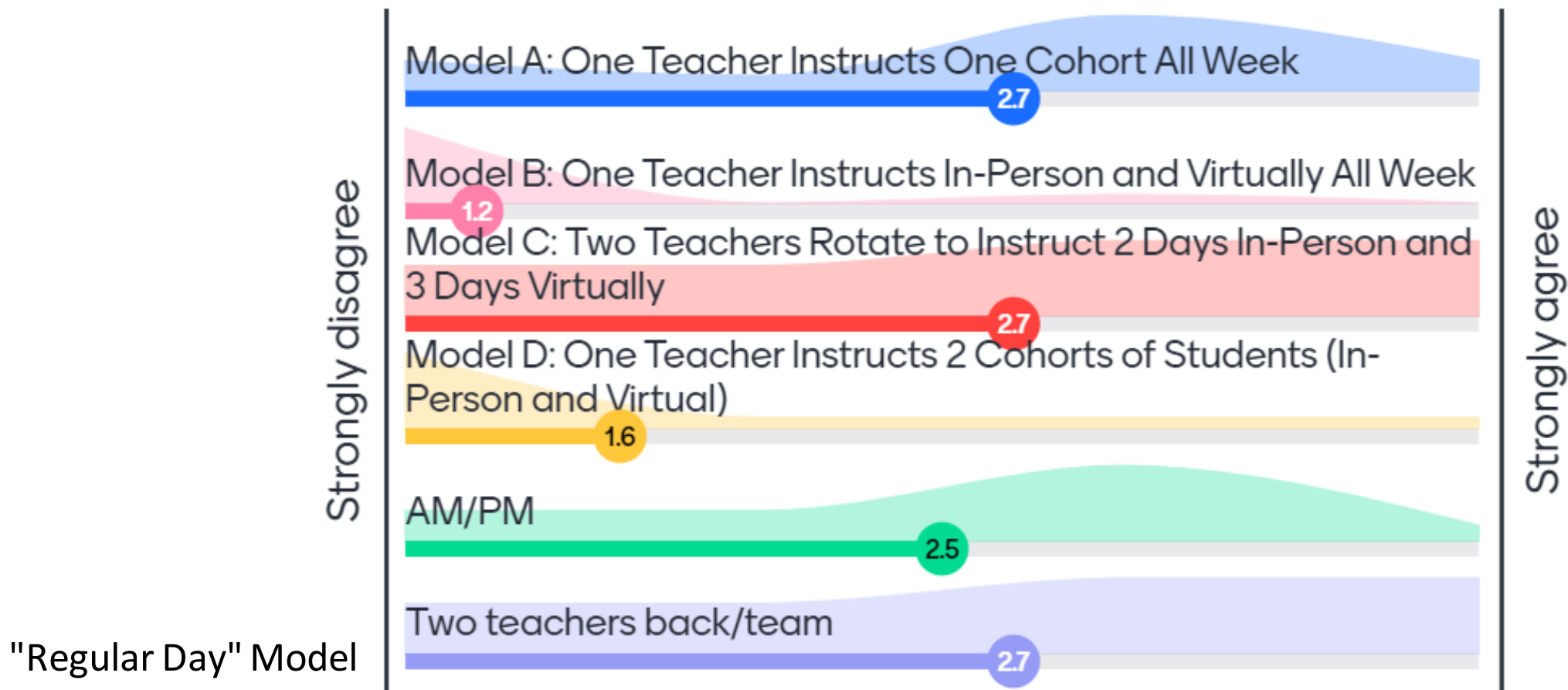
In person teacher responsible for 8-11 students only.
Virtual students reassigned to virtual teachers.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A and B Up to 10 	School	School	School (Half Day)	School	School
C and D Up to 40 	Home	Home	Home	Home	Home



**Virtual
Teachers**



Meeting #2 Model Thoughts - PreK



Model C: Two Teachers Rotate to Instruct 2 Days In-Person and 3 Days Virtually



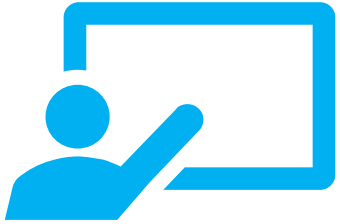
Two teachers per team, Four teachers total
Each teacher teaches in-person 2 days and virtually 3 days.
Divides ELA/Math teams to IPL and Virtual

Group	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Math Team Up to 11 	School ELA/SS	School ELA/SS	Home	School Math/Science	School Math/Science
ELA/Math Team Up to 40 	Home Math/Science	Home Math/Science	Home	Home ELA/SS	Home ELA/SS



Four Teachers in person needed to meet demand. [Maintains all student-teacher relationships](#) and ELA/Math teams. Only works if all four teachers return. Maintain Wednesday PD/meeting schedule



Regular Day Model: Two Teachers IPL, Two Teachers Virtual



Two Teachers in person learning

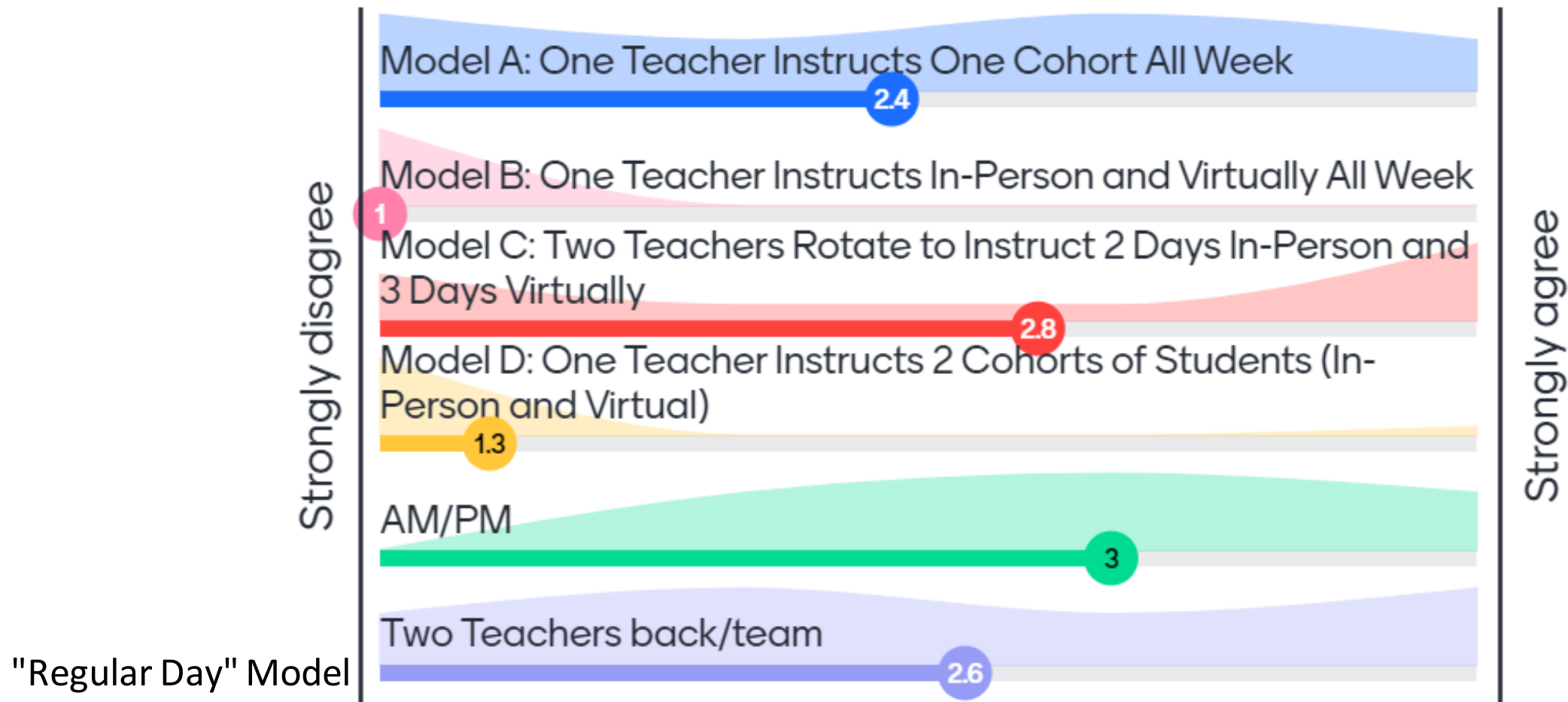
Each teacher teaches in-person to 2 cohorts (like now)

Maintains departmentalization, teacher teams MAY remain intact
Other two teachers remain virtual

Group	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Math Team Two groups Up to 11 each 	School ELA – AM Math - PM	School ELA – AM Math - PM	Home	School ELA – AM Math – PM	School ELA – AM Math – PM
ELA/Math Team Up to 40 	School ELA – AM Math – PM	School ELA – AM Math - PM	Home	School ELA – AM Math – PM	School ELA – AM Math – PM

Note: Math/ELA could be in AM or PM. Schedule is basically the same as now

Meeting #2 Model Thoughts – K-5



Revisiting the K-5 Models - Mentimeter

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Instructional Models



PreK
Model A

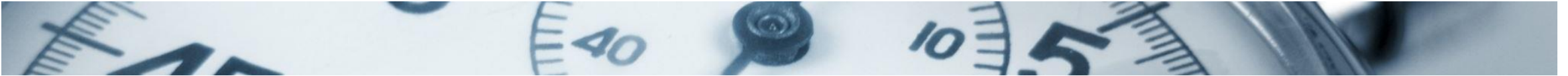
K-5
Model C or “Regular Day” Model
Depending on demand and staffing

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Key Dates and Milestones



- **Dec 11** – WTU volunteer survey closes
- **Dec 14** – Plan submitted to IS Stover for review. Communicated to staff and community.
- **Jan 6** – Open House for teachers
- **Jan 11** - Final staffing determinations made and communicated to staff first, then families
- **Week of Jan 25** PD for in-person staff and Open House for families
- **Feb 1** - First day of Term 3

To be determined:

- Student selections calls begin and end
- Any class assignment changes communicated
- After IPL is planned, capacity for CARE classes

Next Steps and Planning for Community Engagement

Students

- What do they need to know?
- How should I share it with them?

Staff and Teachers

- What do they need to know?
- How should I share it with them?

Families

- What do they need to know?
- How should I share it with them?

Open Questions & Answers

