



Peabody and Watkins Reopen Community Corps Meeting #2

December 1, 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.

Who's At the Table?

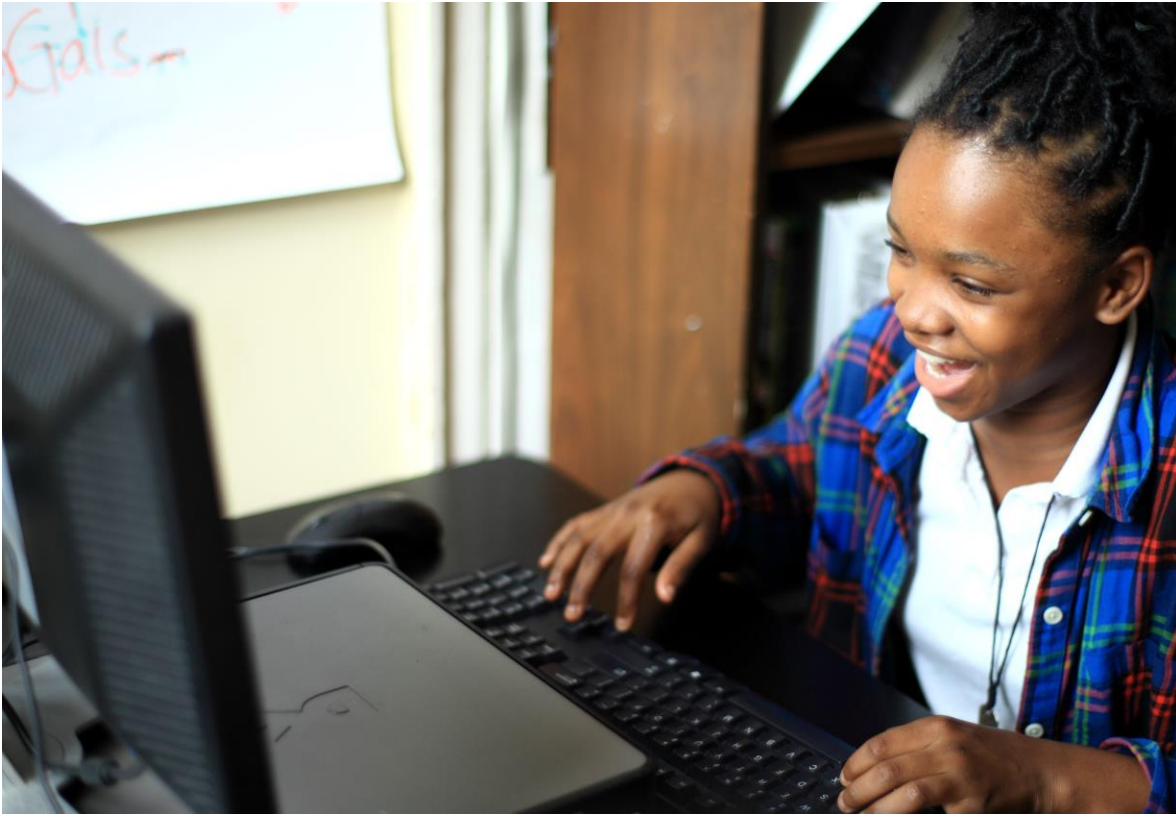
- WTU representatives
- LSAT teacher and parent representatives
- PTA representatives
- RCE representative

Meeting Purpose



- 1) Share Reflections from What we Have Been Hearing in Our School Community
- 2) Review Baseline Expectations and Instructional Models
- 3) Have an Open Discussion About the Instructional Models-*what will work best for our schools?*

Agenda



- **Welcome, Opener and Purpose**
- School Reflections Since Last Meeting
 - CARE Class Update
 - Survey update
 - What We've Heard
- Instructional Model Deep Dive and Activity
- Next Steps

Warm-Up

In the spirit of giving thanks and expressing thanks, please add to the chat:

- Something or someone you are grateful for in your home life
- Something or someone you are grateful for in our school community



Agenda



- Welcome, Opener and Purpose
- **School Reflections Since Last Meeting**
 - **CARE Class Update**
 - **Survey update**
 - **What We've Heard**
- Instructional Model Deep Dive and Activity
- Next Steps

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



IF OUR RCC IS SUCCESSFUL, WHAT WOULD WE SEE PEOPLE DOING?

sharing ideas

Sharing information

Attending school in person

Would see greater confidence in school's strategy. Potentially more attending school in person

Using data to drive decisions

Stepping in to help others where they might fall short

Making decisions based on input received.

Readily promoting end goals to others

Decisions being made with health and safety first.

IF OUR RCC IS SUCCESSFUL, WHAT WOULD WE SEE PEOPLE DOING?

playing together

Children and teachers back in school.

IF OUR RCC IS SUCCESSFUL, WHAT WOULD WE HEAR PEOPLE SAYING?

That they feel bought in to the plan.

Proud to be DCPS!

"The cluster has a solid plan"

This plan is tailored to what our school community needs

This is so much less overwhelming than I thought it would be!

glad that multiple voices were involved

DCPS Cares!

That the voice of all stakeholders was included in OUR school-specific reopening plan.

We actually "re-opened strong."

IF OUR RCC IS SUCCESSFUL, WHAT WOULD WE HEAR PEOPLE SAYING?

The plan is solid, clear, and I feel like kids, teachers and staff are safe

I feel confident teaching and sending my child to school.

"I feel confident with the plan""Glad decisions were not rushed they were thoughtfully created"

Supported

feeling safe

IF OUR RCC IS SUCCESSFUL, HOW WOULD PEOPLE FEEL?

content

safe

Supported

Satisfied that we helped craft a solution that works

Heard.

Heard, and that our voice matters

Relieved

Valued

effective

IF OUR RCC IS SUCCESSFUL, HOW WOULD PEOPLE FEEL?

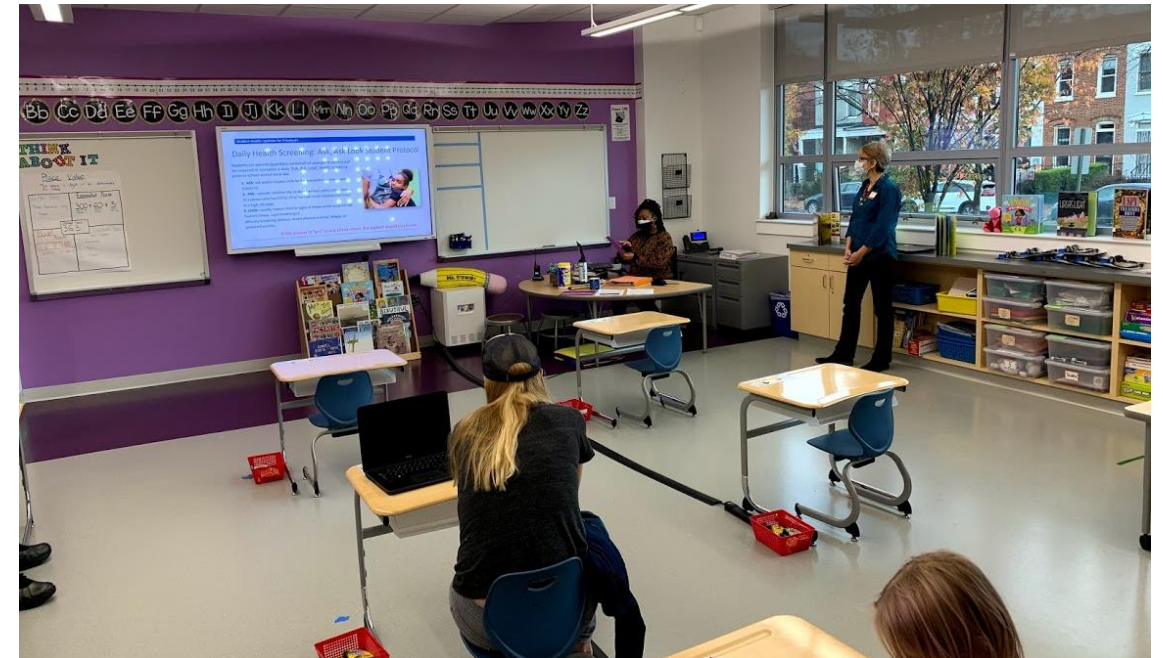
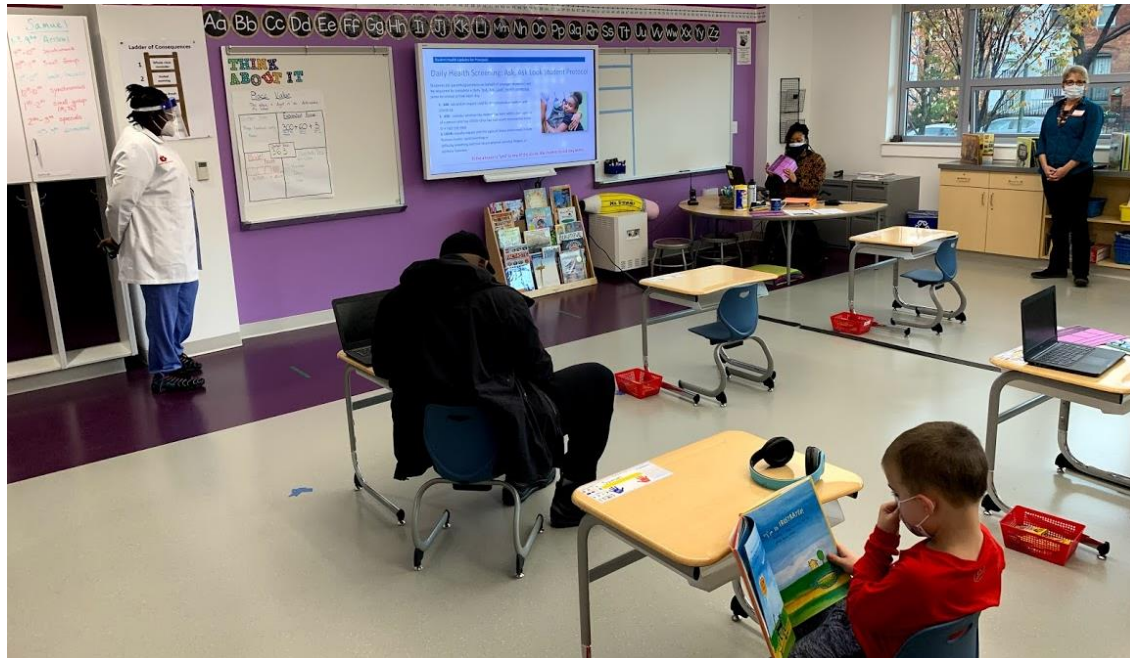
excited

Comfortable sending their kid to school knowing that SAFETY is the priority

Safe

We treated as people

CARE Classroom Open House



Listening to Our Families

Reopen Community Corps Survey Open-Ended Responses

Distance learning is not working well for so many younger kids and kids without supports to keep them engaged. Parents of young children are also suffering professionally if they are constantly missing their own professional obligations to help kids with remote learning. Please please please reopen schools for live instruction.

Given the current trends in positive COVID cases, both locally and nationally, any return to in-person learning seems reckless. If it wasn't safe to keep the schools open in March, how can we justify reopening when positive rates and hospital utilization are as high as they have ever been?

Even though I have been impressed with the effort of the teachers during virtual learning, my k student is really suffering due to the lack of socialization with peers.

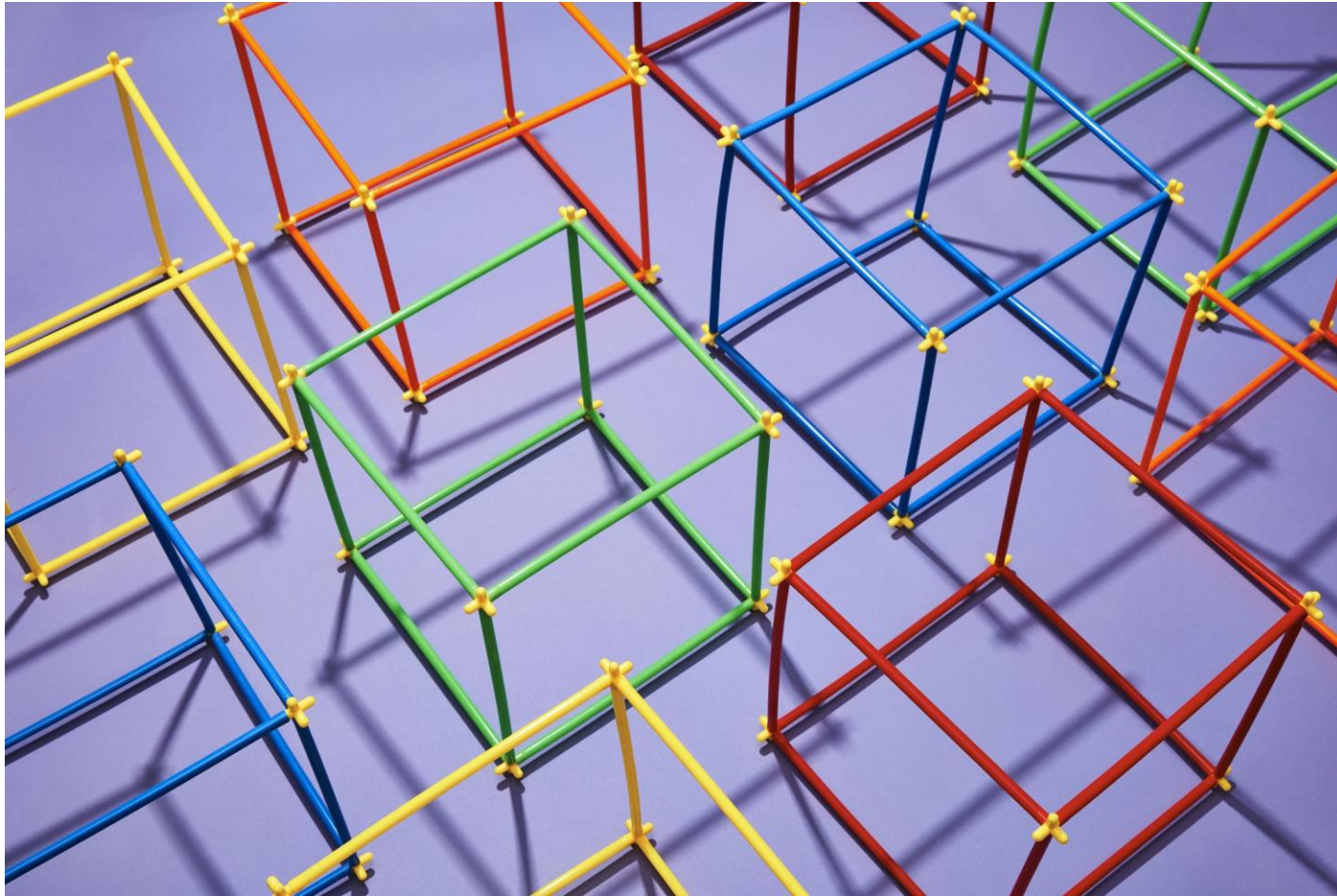
I am concerned that opening the in-person classrooms will hurt the kids who are learning virtually. My child has a great kindergarten teacher and the virtual learning is working for us. The in-person model may require each online teacher to handle more kids and may require kids to switch teachers.

It's impossible to choose learning options without knowing how safe in-person learning will be for students, teachers, and staff.

Schools should open if we can make it safe for the teachers. Many other school districts that are larger than ours have done it. It is unacceptable we have not found a way to offer in person to anyone who wants it.

How are you going to accommodate all the Peabody children into Watkins if the Peabody building is not ready by the end of term 3?

What We've Heard from our Networks



Agenda



- Welcome, Opener and Purpose
- School Reflections Since Last Meeting
 - CARE Class Update
 - Survey update
 - What We've Heard
- **Instructional Model Deep Dive and Activity**
- Next Steps

Remember Our Engagement Pillars: In-Person Learning

Commit to baseline expectations to ensure equity of access and opportunity across DCPS.

Elementary Baseline Expectations: Summary

Students

- Schools should meet family demand for student seats (thoughtfully designed use of CARE or In-Person Learning) up to the capacity of the school
- Within the offered grade levels and classes at a school, students who have already been offered a seat will be offered a seat first; new seat offers will be provided in order of the existing selection methodology (may include offering from the current waitlist and/or discretion within the principal appeals process)
- Students will continue to follow the DCPS curriculum and continue to receive instruction in all content areas

Talent

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

Schedule

- All students should be engaged in learning with teachers on all instructional days – whether in school or at home.
- IPL students should be in the building with DCPS teachers at least 4 days but no more than 4.5 days per week, in one or two groups (students attend 4 days per week Monday, Tuesday, Thursday, Friday; OR students attend 4.5 days per week, Monday, Tuesday, ½ day Wednesday, Thursday, Friday; OR an A group attends Monday/Tuesday and B group attends Thursday/Friday with Wednesday reserved for deep cleaning between groups).
- CARE students continue with 4.5 day per week schedule.

Safety and Operations

- All DCPS health and safety protocols outlined must be adhered to (for example, cohorts of students remain together, classroom caps, etc.)

Baseline Expectations: Students

Expectations are designed to **open in-person learning first for students who have significant barriers** to success with virtual learning.

Elementary Expectations

- Schools should meet family demand for student seats (thoughtfully designed use of CARE or In-Person Learning) up to the capacity of the school
- Within the offered grade levels and classes at a school, students who have already been offered a seat will be offered a seat first; new seat offers will be provided in order of the existing selection methodology (may include offering from the current waitlist and/or discretion within the principal appeals process)
- 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

Baseline Expectations: Talent

Student learning should take place in the classroom with teachers.

Elementary Expectations

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

Baseline Expectations: Schedule

In person students must remain in cohorts in school buildings. Preserving live instructional time (in-person and virtual) should be prioritized.

Elementary Expectations

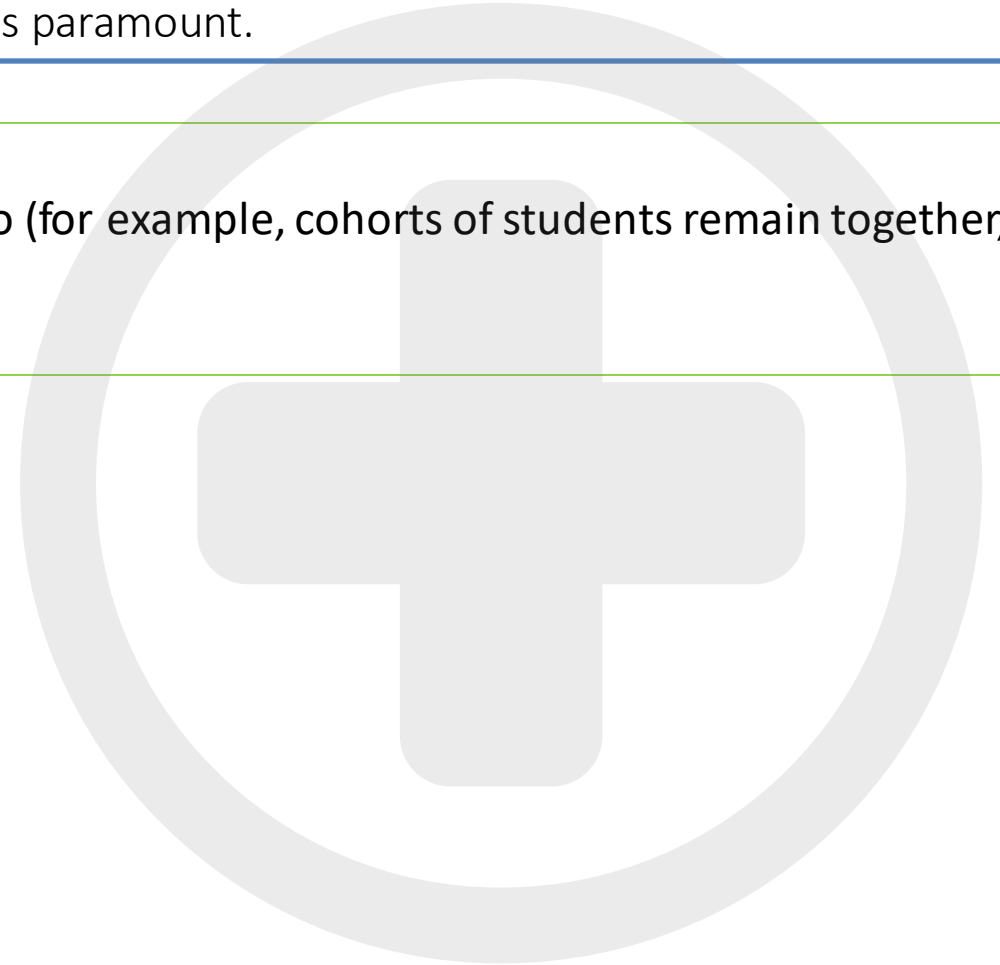
- All students should be engaged in learning with teachers on all instructional days – whether in school or at home.
- In-Person Learning students should be in the building with DCPS teachers at least 4 days but no more than 4.5 days per week, in one or two groups (*i.e., students attend 4 days per week Monday, Tuesday, Thursday, Friday; OR students attend 4.5 days per week, Monday, Tuesday, ½ day Wednesday, Thursday, Friday; OR an A group attends Monday/Tuesday and B group attends Thursday/Friday with Wednesday reserved for deep cleaning between groups*).
- CARE students continue with 4.5 day per week schedule.

Baseline Expectations: Safety and Operations

Safety of students and staff is paramount.

All Schools

- All DCPS health and safety protocols outlined must be adhered to (for example, cohorts of students remain together, classroom caps, etc.)
- Operational readiness must be assessed and completed



Within the baseline expectations, our Reopen Community Corps will now discuss Instructional Model Options

Instructional Model:

- How can the instructional model meet the baseline expectations and a school's unique goals?

Next Meeting

Grades/Classes:

- What is the best way to select which grades/classrooms to open for in-person learning (IPL) and CARE Classrooms for Term 3?

If the RCC developed an aspirational statement or hopes and dreams from the kick-off you can refer to them here.

But First....Let's Be Clear on Our Priorities (Activity #1)

As we explore potential instructional models, we will have to weigh different considerations and priorities. We want to know which considerations **are most important to you.**

Brainstorm Primary Considerations

Develop a list of primary considerations to prioritize in school models.

Ex- Prioritize highest need students first.

Rank or Vote on Considerations

Each RCC member gets 3 "votes" for their top choice of considerations.

Select Top Choices

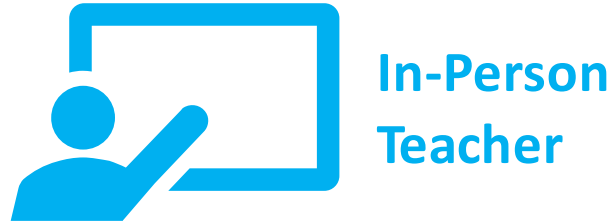
As an RCC group discuss and rank top choices.



Instructional Model Summary View:

How can the instructional model meet the 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)
<ul style="list-style-type: none"> Students come to school 4 or 4.5 days per week for all instruction. The teacher is responsible for the in-person students across all subjects up to the class cap. <i>All other students would be instructed virtually by other teachers.</i> 	<ul style="list-style-type: none"> Students come to school 4 or 4.5 days per week. Students learn content simultaneously either at home or in-person from the same teacher. Teacher teaches their whole class with some students reporting in school and the rest participating virtually. 	<ul style="list-style-type: none"> Students come to school 4 days per week and have two teachers (e.g. humanities/STEM or English/Spanish). Each teacher teaches in-person 2 days and virtually 2 days. <i>Teachers instruct other half of cohort virtually.</i> 	<ul style="list-style-type: none"> Students come to school 2 days per week (M/T or Th/F). Their teacher teaches A cohort in person M/T and B cohort Th/F. The days the students are not in school they engage in the Combined model with their teacher.

Model A: The Same Teacher Instructs One Class All Week



Group	Monday	Tuesday	Wednesday	Thursday	Friday
A Up to 11 	School	School	School (Half Day)	School	School
B Up to 40 	Home	Home	Home	Home	Home



Deep Dive: Instructional Model A

Detailed Description:

4.5-day in-person for high-need students, who are offered in-person seats in no larger than 11-student classes (see grade level cap below), and 100% virtual learning for all other students. In-person students will come to school every day, with a half-day on Wednesdays.

- In-person general education teachers teach all core subjects to one group
- The 8-11 students are the only students in person teachers will be responsible for teaching
- Teachers teaching in person come to school every day, with a 1/2 day for planning/PD on Wednesday

This Model is Best For...

Prioritizing High Need Students to Return First

Schools with Smaller Class Size

Grade Levels where Teachers are Non-Departmentalized or Teachers are Skilled in All Content Areas

Instructional Model A: Advantages and Disadvantages

Advantages

- Small class-size instruction for highest need students; reducing opportunity gaps for these students. Teachers who will be teaching in person will have a small cohort of students of no more than
 - 8 students for PK3,
 - 10 students for PK4 and K,
 - 11 students for 1-5
- Least complex model for in-person teachers, reducing burden
- Allows for most students remaining virtual to have minimal or no disruption to their schedules
- Maintains and prioritizes live instructional time

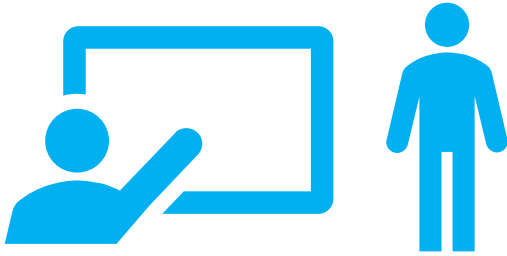
Disadvantages

- Reassignment of some students to new teachers: For in-person teachers, students they were teaching in Term 1 who are remaining virtual will be joining other all-virtual classes in the school
- Potentially large class size for virtual teachers
- Concentration of high-need students in one class may create additional instructional challenges for in-person teacher, though these may be off-set by small class size

Now, Let's Discuss and Share Reactions to the Options





Model B: One Teacher Instructs In-Person and Virtually All Week (Often with Support Staff)



One teacher, with a support staff

Students learn content simultaneously either at home or in-person from the same teacher. Teacher teaches their whole class with some students reporting in school and the rest participating virtually.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A Up to 11 	School	School	School (Half Day)	School	School
B All others 	Home	Home	Home	Home	Home

Deep Dive: Instructional Model B

Detailed Description:

- Often referred to as Combined, Simulcast, Concurrent or Homeroom Model, students come to school 4 or 4.5 days per week.
- Students learn content simultaneously either at home or in-person from the same teacher.
- Teacher teaches their whole class with some students reporting in school and the rest participating virtually.

This Model is Best For...

Self-contained special education classrooms with smaller class sizes, multiple adults and only one class of that type per school

Schools who have at least one teacher per grade-level able to return to teach in person

Schools with additional capacity (City Year, Urban Teacher Interns, educational assistants) to add a second adult to the Combined model classroom in person

Schools where grade-level planning collaboration is already strong, to reduce the planning burden for Combined model teachers

Instructional Model B: Advantages and Disadvantages

Advantages

- Students in school can still interact with students learning virtually from their classes
- Teachers keep their original students and students maintain same classes for community and relationship building
- This model pivots to an all-virtual model easily if needed

Disadvantages

- Increased teaching and management responsibility to meet the needs of in person and virtual students (e.g. teacher alternates synchronous/asynchronous engagement between the two groups)
- Increased planning demand for teacher as he or she addresses the logistics for both in person and virtual students
- May result in changes to virtual schedules
- Teacher wearing mask may be hard for virtual students to understand
- Virtual students may feel they have less “attention” from their teacher



Now, Let's Discuss and Share Reactions to the Options



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



Two Teachers:
Each teacher teaches in-person 2 days and virtually 3 days.

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

Deep Dive: Instructional Model C

Detailed Description:

- Students come to school 4 days per week and have two teachers (e.g. humanities/STEM or English/Spanish).
- Each teacher teaches in-person 2 days and virtually 2 days. *Teachers instruct other half of cohort virtually.*

This Model is Best For...

Schools who have at least two teachers per grade-level able to return to teach in person

Schools/grades that are departmentalized

Dual Language schools where students need to receive instruction from Spanish dominant and English dominant teachers

Instructional Model C: Advantages and Disadvantages

Advantages

- Teachers can maintain departmentalization already in place
- Teachers plan one set of lessons for two groups of students each week
- May work well when staff scheduling flexibility is needed
- May support deep content area work and learning

Disadvantages

- Students will receive ELA, Math, Science and Social Studies instruction only two days a week (though for longer time)
- Students will experience 5 calendar days between lessons of the same topic—may present learning and pacing challenges
- If you study ELA and Social Studies on Monday/Tuesday, you won't have the next lesson in those content areas until the Monday/Tuesday of the following week
- Students will have full days focused primarily on ELA/Social Studies or Math/Science which may be harder for them to remain engaged
- Student schedules will change

Now, Let's Discuss and Share Reactions to the Options






Model D: One Teacher Instructs 2 Cohorts of Students From the Same Class (In-Person and Virtual)



One Teacher

The teacher teaches **A cohort in-person M/T** and **B cohort in-person Th/F**. The days the students are not in school they engage in the Model B (Simulcast) with their teacher.

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A Up to 11 	School	School	Home	Home	Home
B Up to 11 	Home	Home	Home	School	School
C All others 	Home	Home	Home	Home	Home

Deep Dive: Instructional Model D

Detailed Description:

- Students come to school 2 days per week (M/T or Th/F).
- Their teacher teaches A cohort in person M/T and B cohort Th/F.
- The days the students are not in school they engage in the Model B (Combined) with their teacher.

This Model is Best For...

Schools with high demand for in-person learning time

Schools who have at least one teacher per grade-level able to return to teach in person

Schools with additional capacity (City Year, Urban Teacher Interns, educational assistants) to add a second adult to the Combined model classroom in person

Schools where grade-level planning collaboration is already strong, to reduce the planning burden for Combined model teachers

Instructional Model D: Advantages and Disadvantages

Advantages

- More students experience in-person learning
- Small class sizes in person
- Classroom communities can stay intact with their teacher

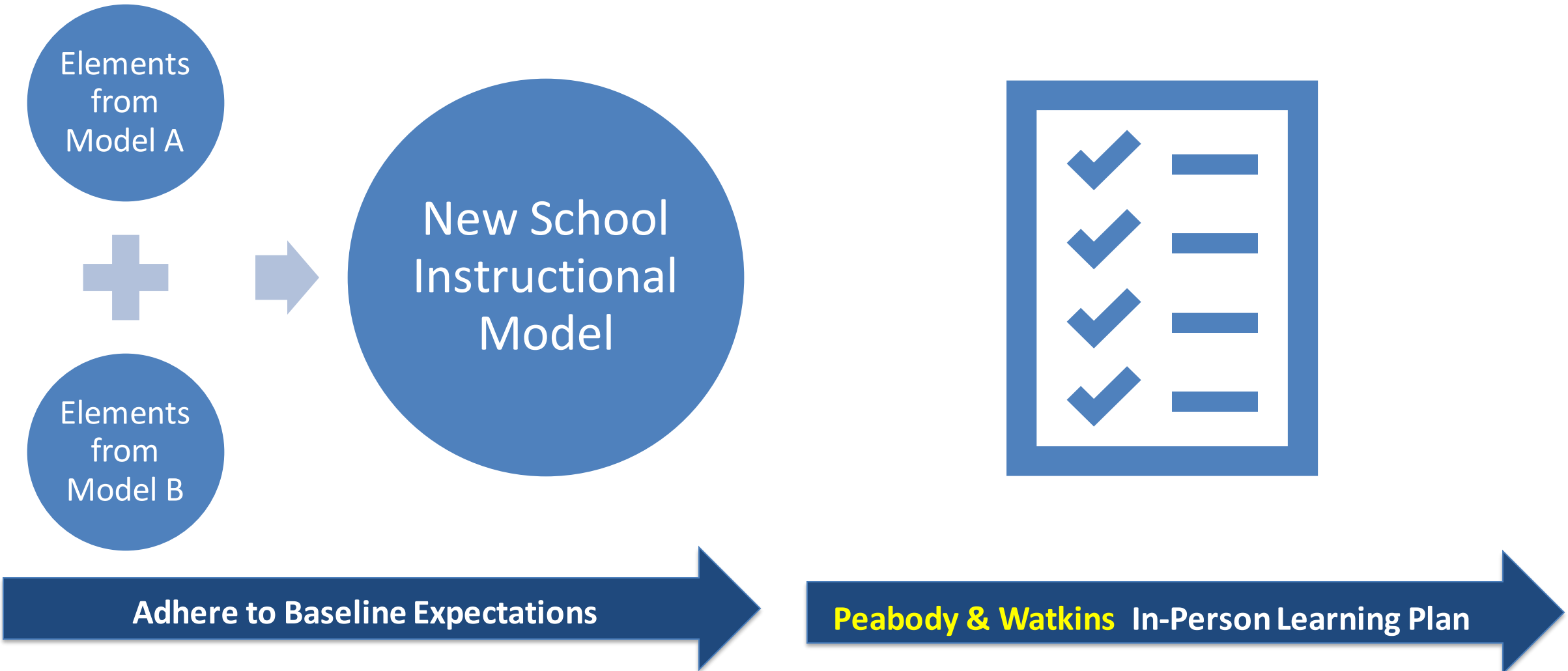
Disadvantages

- Families may have trouble with just two days a week in school
- Teachers need to juggle three groups of students (M/T, Th/F and all virtual)
- Increased teaching and management responsibility to meet the needs of in person and virtual students (e.g. teacher alternates synchronous/asynchronous engagement between the two groups)
- Increased planning demand for teacher as he or she addresses the logistics for both groups of in person and virtual students
- May result in changes to virtual schedules
- Teacher wearing mask may be hard for virtual students to understand
- Virtual students may feel they have less “attention” from their teacher

Now, Let's Discuss and Share Reactions to the Options



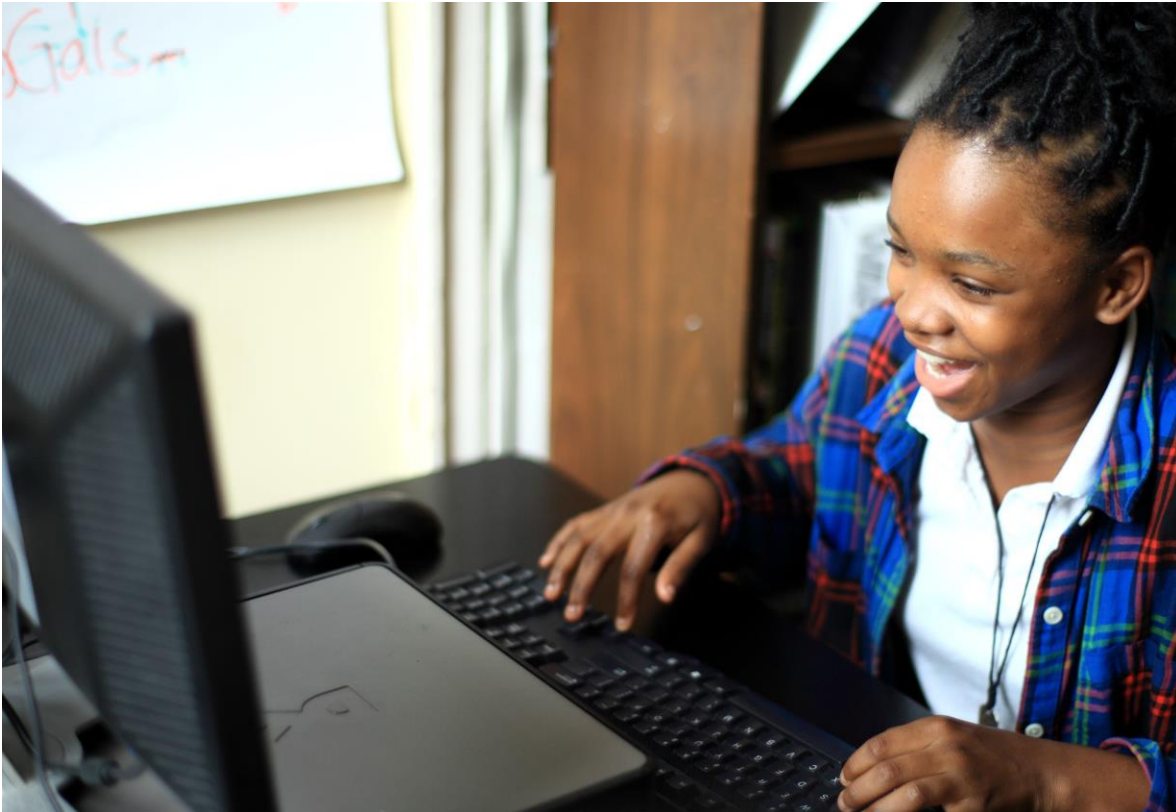
Let's Get Creative- What Would it Look Like to Mix and Match Models?





Mentimeter

Agenda



- Welcome, Opener and Purpose
- School Reflections Since Last Meeting
 - CARE Classroom Highlights
 - Student Input Reflections
 - Family Input Reflections
- Instructional Model Deep Dive and Activity
- **Next Steps**

Next Steps



- Spread the Word About the **Learning Preference Survey (Deadline 12/4)** *We have flyers in Spanish, Amharic and Chinese if needed!*
- Continue Thinking About Our Discussion Today
- Discuss the options with your colleagues and friends
- Next meeting: Dec 9 at 3:30. Link on school website.
- Berkowitz sends data summary today and Dec 4, when survey closes.
- Feedback form for non RCC members (link in chat)

Open Questions & Answers

