

Greetings Peabody & Watkins Families,

We wanted to share responses to questions we have received regarding [Term 2 Re-Opening](#). If you would like to submit more questions, please do so [here](#):

Questions from the Community	Leadership Response
1. Why are the 3rd and 4th graders overlapping recess (1st and 2nd too)? If the point is to "pod" them, then you have cross-contamination if both groups are on the playground at once. 2. I thought there was supposed to be staggered start/end times by grade in order to decrease the number of people congregating. This schedule does not show this.	1. We are lucky to have so much space! The playground, field, hockey rink and basketball court will all be used by one class at a time. In order to maintain the integrity of the school schedule, some times will overlap, as is the case with recess. Given the amount of outside recreational space, we have zoned off areas by grade level. Though students may have recess at the same time, they will be assigned to different outside areas. 2. Students will enter and exit from different access points in the building to support arrival and dismissal times.
Can virtual specials be done at home? What will the Wednesday schedule look like?	At this time, for in person students, there will also be virtual specials they will participate in from school. We cannot support an early dismissal on a regular basis. The Wednesday schedule is coming soon.
Where does recess take place?	Playground, field, hockey rink, and basketball court.

<p>My concerns are mainly COVID-specific. I am concerned about the mixing of staff between the student "bubbles" so that if there is a student or staff member with COVID, the entire grade bands that are instructed by the HPE teacher would need to quarantine (or if there is other staff cross contaminating, such as med techs, behavior techs etc). Also, there doesn't seem to be enough time to account for the additional time it will take to deal with masks/safety protocols to transition to the bathrooms etc. Students will likely need much more time to allow for adequate handwashing and sanitation throughout the day, so there may need to be more time for recess (and handwashing before lunch) and more staff to supervise that process to ensure that students coming in from playing outside have sufficient cleaning and have stored masks safely etc (1/ 2 hour seems insufficient to deal with that transition and to eat or recess will be so short as to have no meaningful time). I also don't see time built into the morning for safety check in as students come into the building (for handwashing, mask checks etc)--will students be required to be there before 8:45 or would you consider building this into the day more explicitly to emphasize the importance of the new world we live in?</p>	<p>Thank you for sharing your thinking. We are raising these concerns with the aligned DCPS offices. Please visit DCPS ReOpen Strong Updates, especially the Health and FAQ tabs.</p> <p>Families should try to arrive at 8:15. It will be single file into the building at two different locations.</p>
<p>In order to make informed decisions about options, families need to see a sample non-CARES, non-in person schedule. Are we to understand that the only way for our student to have contact with their term 1 teacher (or any teacher) is to win a lottery?</p>	<p>We are currently considering slight adjustments to the virtual schedule. The chances are that most students remaining virtual will continue with their current teacher.</p>
<p>My understanding is this schedule will apply to a dozen kids per grade, and those kids will be the kids who would most benefit from in person learning (at risk, ELL). I defer completely to your expertise on structuring the in person classes. I'm also interested in how this will change my kids online experience (teacher changes, class size).</p>	<p>In welcoming our students and staff back into our schools in Term 2, we are guided by the following principles: Providing a safe and supportive learning space for our youngest learners – where we see more challenges with virtual learning; Offering in-person instruction for students with known opportunity gaps to mitigate learning loss; and Maximizing learning time and maintaining the integrity of the instructional program for all students – whether at school or at home. As we are still in the planning phase, we will share updates for the virtual learning experience in the near future.</p>

<p>How will you ensure that the vast majority of students who will remain virtual will not go through major disruptions by having to switch teachers?</p>	<p>Only 1 homeroom teacher per grade level will move to on-site. All three other teachers (K-5) will keep their teacher.</p>
<p>The 2 page instructional schedule is unclear. Please revise the schedule making it clear when drop off is and pickup is for PK4.</p>	<p>Drop off is 8:15 - 8:45. Dismissal starts at 3pm and we ask parents to arrive a few minutes before then.</p>
<p>For the 5th grade there is instruction from 12:00 - 3:00. This seems very heavy after 2+ hour of PE, Lunch and Recess. The kids will be more lethargic in the afternoon and will likely not to be as engaged. This is especially troubling if your goal is to service those kids that are at a higher risk. It seems like a recipe for disaster and less engagement/participation and more behavioral issues.</p>	<p>This is an important point. PE, lunch and recess are bunched to maximize instructional time and minimize transitions. We'll work with teachers to consider moving recess to later in the day. PE can't be moved without changing all other PE classes.</p>
<p>Since we know COVID 19 is majority airborne, what has been done to increase the air flow and/or filter the air properly in the classroom/building. Will the classroom windows be able to open to let fresh air to mingle with classroom air? Has the HVAC system been upgraded with the proper HEPA filters or UV-C? Overall, what's been done to increase airflow/circulation in the building?</p>	<p>DCPS is upgrading all HVAC systems.</p>
<p>Stop rushing. Think these decisions through. Just last year some dc schools such as Ludlow Taylor ES had a rodent issue. To add that possible issue with the issue of the pandemic seems questionable to ensure you have my children's safety as priority. This does not make me feel comfortable at all to have them return back to school. How are you addressing rodent issues, how are you going to ensure bathrooms stay clean, cafeteria stay clean?????</p>	<p>We don't have rodent issues as of now. We also have double the custodial staff since Peabody's team is working at Watkins. Cleaning protocols and frequencies are increased. See the Operations Overview for details.</p>
<p>Worried about a HPE teacher being in PreK-1st classrooms. I don't think someone should be moving in and out of different groups of students. What if the HPE person goes in 1 room that has an asymptotic positive student or teacher then carries it to the next class? How will arrival and dismissal be organized so students from different grades won't be together.</p>	<p>HPE teachers will not enter classrooms. All HPE will either a) be outdoors taught by the HPE teacher or b) be indoors and virtual where the teacher teaches online so as to avoid to comingling of class raised in the question. For arrival question, please see the Operations Overview.</p>

<p>With the Peabody students starting at Watkins - do those classrooms also have in classroom restrooms?</p>	<p>Yes. The classrooms selected for our PreKindergarten and Kindergarten students have a bathroom located in the classroom.</p>
<p>What is the ventilation plan? Will windows be open? (can they even be opened?) Does the building HVAC share air among classrooms? Does it have filtration (HEPA or UV)? How many fresh air changes per hour does the system accomplish?</p>	<p>See above.</p>
<p>How do you think this will be different than other schools that have tried and had students contract the virus?</p>	<p>We're not sure.</p>
<p>How will the school protect the privacy of those students who participate in the instructional classes (prioritized groups include students with IEPs, students who are homeless, and students with special needs) given how clearly DCPS outlined its priorities for the students that return to class?</p>	<p>Classes at Watkins and Peabody will be diverse even with this prioritization. Staff will maintain all student and family privacy as we always do. Parents and students should not assume that all students returning either have an IEP and/or are experiencing homelessness.</p>
<p>How will the school handle enforcement of the mask-wearing requirement? Will more than one mask be provided to students per day, especially for young students who are known to chew/suck/destroy their masks in a matter of an hour or two. On other health topics, will there be a nurse available in the building? will there be another person who relieves the teacher when they take their breaks; will students or staff quarantine only when they have a positive test result as opposed to a presumptive positive?</p>	<p>Masks will always be available and we'll work with anyone who has a special need.</p> <p>We have a full-time nurse.</p> <p>Right now, we have one relief person staffed for every full-time teacher and that relief person will only relieve one person/class to avoid co-mingling. Please be advised that staffing isn't finalized and the above could change (written Oct 19).</p>
<p>Because it can be hard to understand a teacher who has a mask on his/her face, should we consider microphones for teachers and/or clear masks for teachers or students? What will be done for students who may be hard of hearing?</p>	<p>When we call parents of students who are selected, we will ask about any special needs as part of our welcoming checklist. We'll address all cases on a student-by-student basis.</p>
<p>If the instructional classrooms prioritize students who have IEPs or are homeless or have other challenges, will the teacher have any assistant? Will there be two adults in those classrooms?</p>	<p>No. Students with IEPs will be serviced either online or in-person depending on staffing.</p>

<p>If approximately one third of students will be in a classroom, what will be done to support the other two thirds of each grade that will continue at home. At the start of this school year, we talked about an ad hoc committee that would mobilize around helping the school meet any specific short term needs. Have you found some students need headphones for example for distance learning? And vice-versa: How will the school support the students that are coming to school?</p>	<p>At most, 11 out of roughly 75-85 students in a grade (K-5) will return to school. Our teachers, Support Team, and Mental Health team are identifying needs of students and families and addressing them. The PTA has helped with funding for these needs.</p>
<p>Has there been a need for school discipline for online classes at Watkins and Peabody? If so, has it been equitable and fair?</p>	<p>Teachers have done a great job creating orderly, safe on-line learning environments. Any issues have been resolved with conversation with students, parents, and in rare cases, administration. Only students and parents can say if they've experienced equitable or fair treatment.</p>
<p>While there has been little recording of online lessons due to privacy concerns, is something being done to ensure that students who cannot access live lessons are able to access pre-recorded materials? This could include paying for subscriptions to education.com or Khan Academy, etc. Is it possible for teachers to record lessons without any student faces showing up?</p>	<p>There are many online resources that students can access via Clever; some of which may include instructional videos. Teachers may also record or post specific lessons and content to Canvas, but to support asynchronous learning.</p>
<p>How can we [RCE] as a group be most supportive as you move to reopen the school?</p>	<p>Thank you for your offer. Please continue to encourage cross-cultural relationship building among students and families.</p>