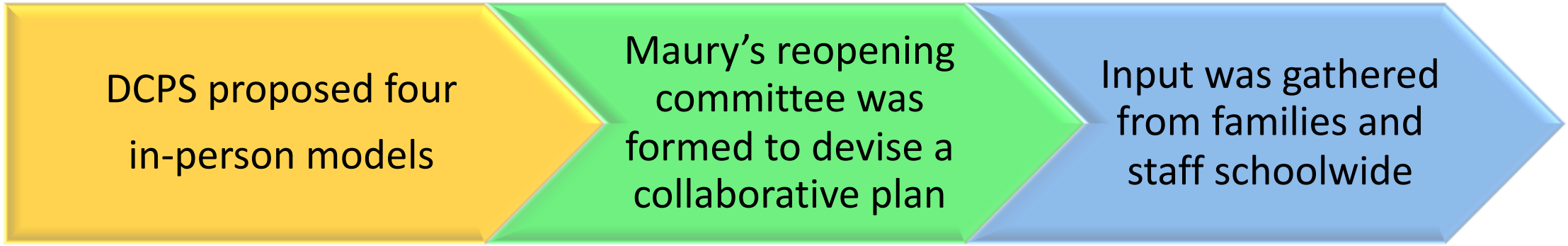


Term 3 at Maury

January 14, 2021

How was Maury's reopening model created?



Considerations from the Term 3 Reopening Committee

Students Need:

- Safe a predictable learning environment
- Social emotional support, peer interaction, opportunity to make friends
- Stability- not reshuffling class
- Consistent access to resources
- Supportive adults

Staff Need:

- To know that their concerns are being heard and considered, that the protocols in place follow the latest science and best practices to keep everyone safe.
- Transparency and timely information

Families Need:

- Consistency
- Families need structure! And knowing that the protocols in place will keep their kids and families safe
- Transparency and timely information

Reopen Community Corps Survey: Grades PK-5

Responses

287

School

All

Grade

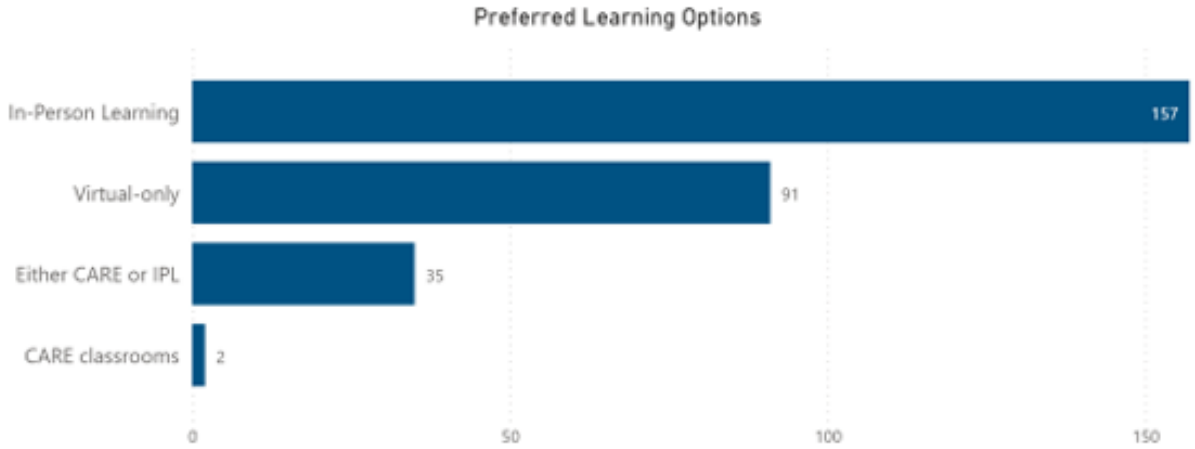
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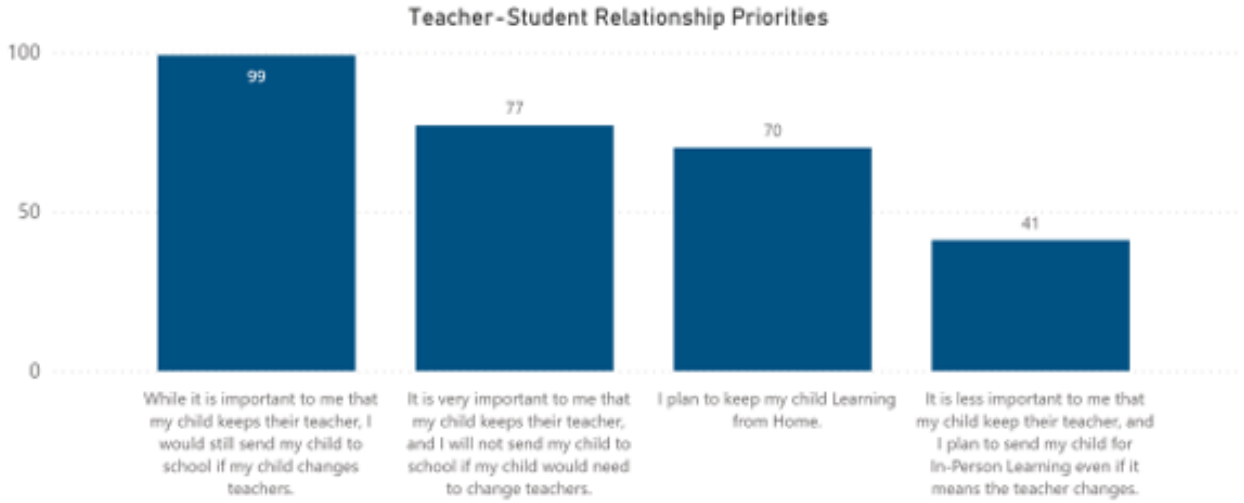
Home Ward

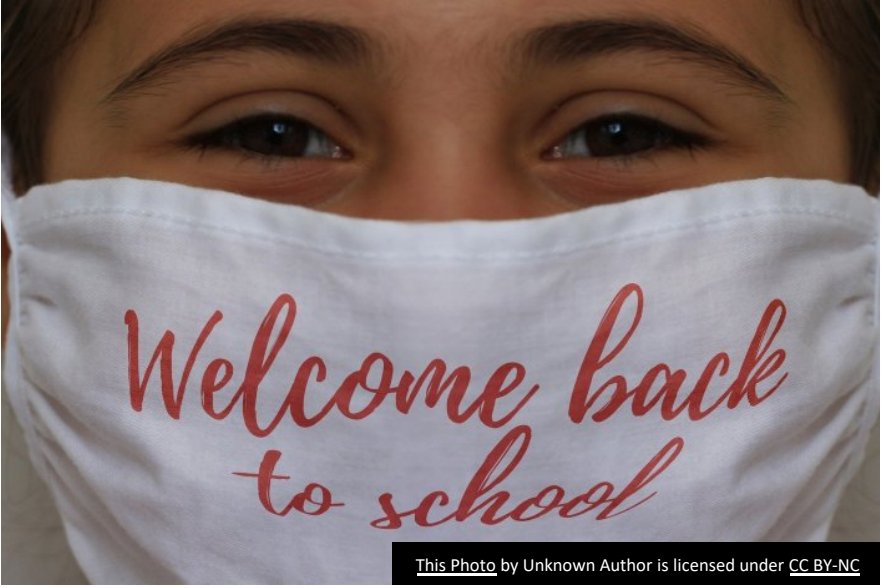
All

IEP Status

Multiple selections







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Maury Family Survey Priorities

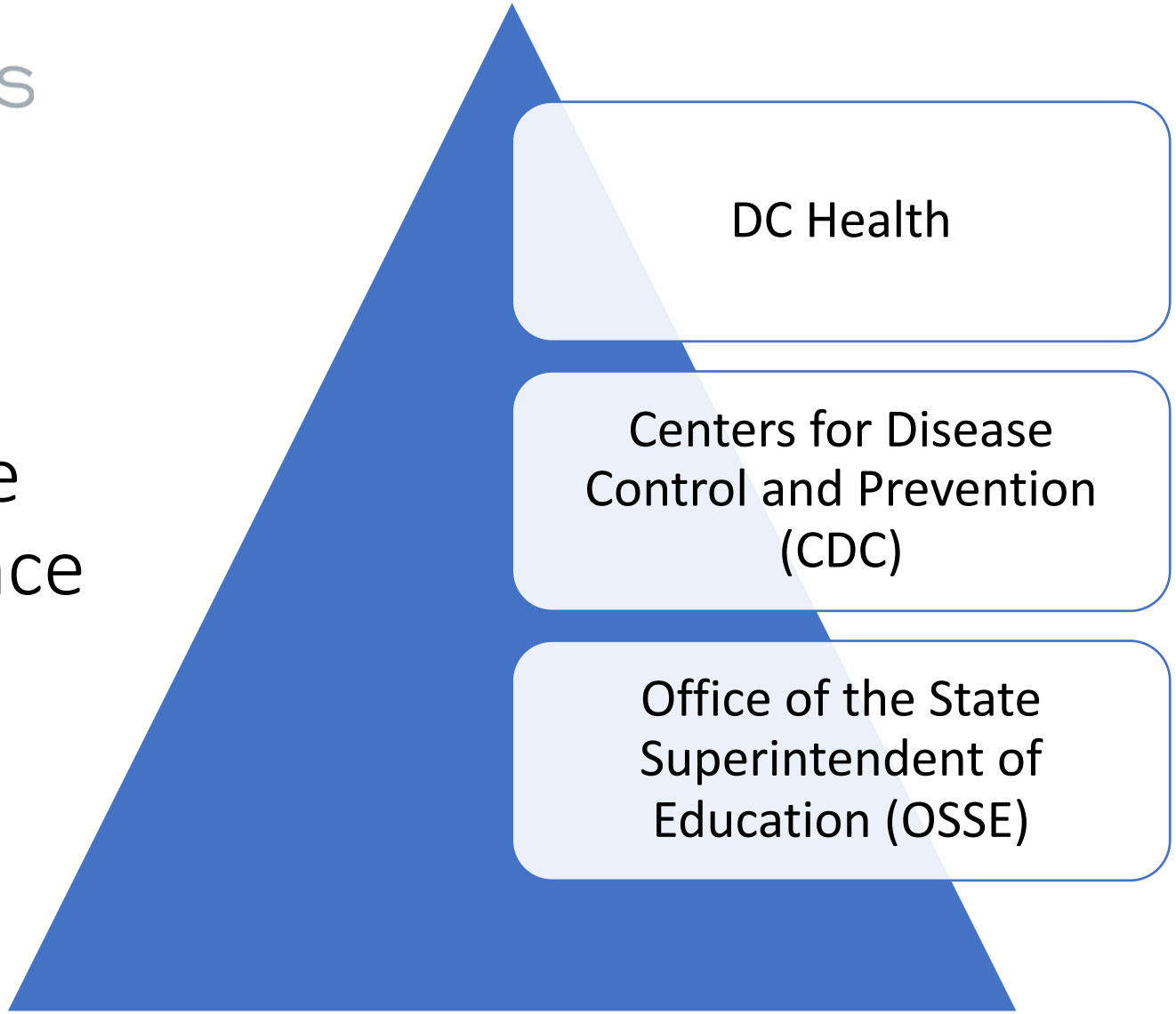
- SOCIAL EMOTIONAL NEEDS
- ACADEMICS
- SAFETY

DCPS Health & Safety Commitments



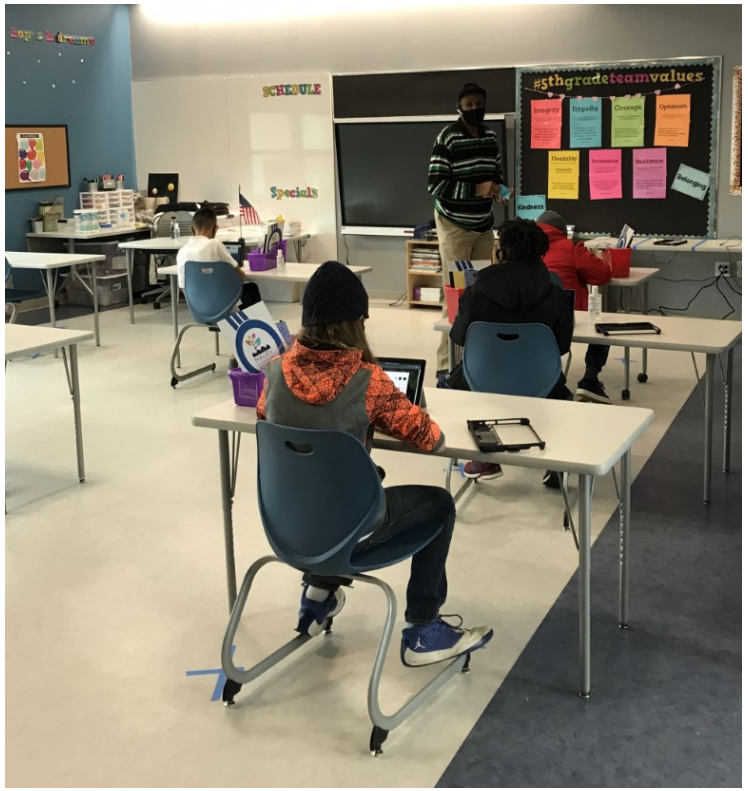
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DCPS Safety & Operations Commitments are grounded in guidance from these organizations



The Maury Reopening Model

- Accounts for safety, SEL, and academic considerations
- Ensures that families with students of the highest need receive high priority
- Approaches demand for in-person learning
- Allows for the return of 22 students per grade from ECE through 2nd and 11 students per grade from 3rd through 5th
- Wednesdays are virtual to meet teacher planning time and cleaning requirements
- Cohorts will maintain separate classroom spaces
- Requires homeroom revisions



Early Childhood –Grade 2

Learning at School:

- Grab 'n' Go Breakfast/Lunch options
- SEL opportunities: outdoor play, morning meeting
- Core subject instruction

Learning at Home:

- Specials subject instruction (live)
- Intervention instruction (varied)
- Asynchronous "homework" (building on in-school time)



One Teacher	
AM Group 11 students (Room A) 8:30-11:30	PM Group 11 students (Room B) 12:15-3:15

Grades 3-4

Full-Day Instruction:

- Grab 'n' Go Breakfast
- SEL opportunities: morning meeting, recess, lunch (in classroom)
- Core subject instruction with teacher
- Specials live online



One Teacher

11 Students
Full Day
8:30-3:15

Grade 5

Full-Day Instruction:

- Grab 'n' Go Breakfast
- SEL opportunities: morning meeting, recess, lunch (in classroom)
- Core subject instruction with teacher
- Specials live online





Two Departmentalized Teachers
11 Students Full Day 8:30-3:15
Teachers rotate between in-person and virtual students

Outdoor Play and Meals

Half Day

- Grab 'n' go breakfast and/or lunch available
- Outdoor Play
- Handwashing



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Full Day

- Typical lunch and recess blocks with handwashing



Upcoming Dates

- Jan. 21-22: Class List Planning
- Jan. 26-29: New Class Meetings
- Feb. 1: Term 3 Begins (K-5 In-Person begins)
- Feb. 1-2: PreK In-Person remains virtual with new class
- Feb. 3: PreK Playground Playdates
- Feb. 4: PreK In-Person begins

Preparing our Students for the Transition

Laura Delaney, Maury Social Worker



Consistency and Routine

- Whether or not your child is returning to in person learning for Term 3, the routine and schedule could be changing in your home. Recognize this and prepare your child and family.
- Acknowledge and discuss how you and your child are feeling about these impending changes.


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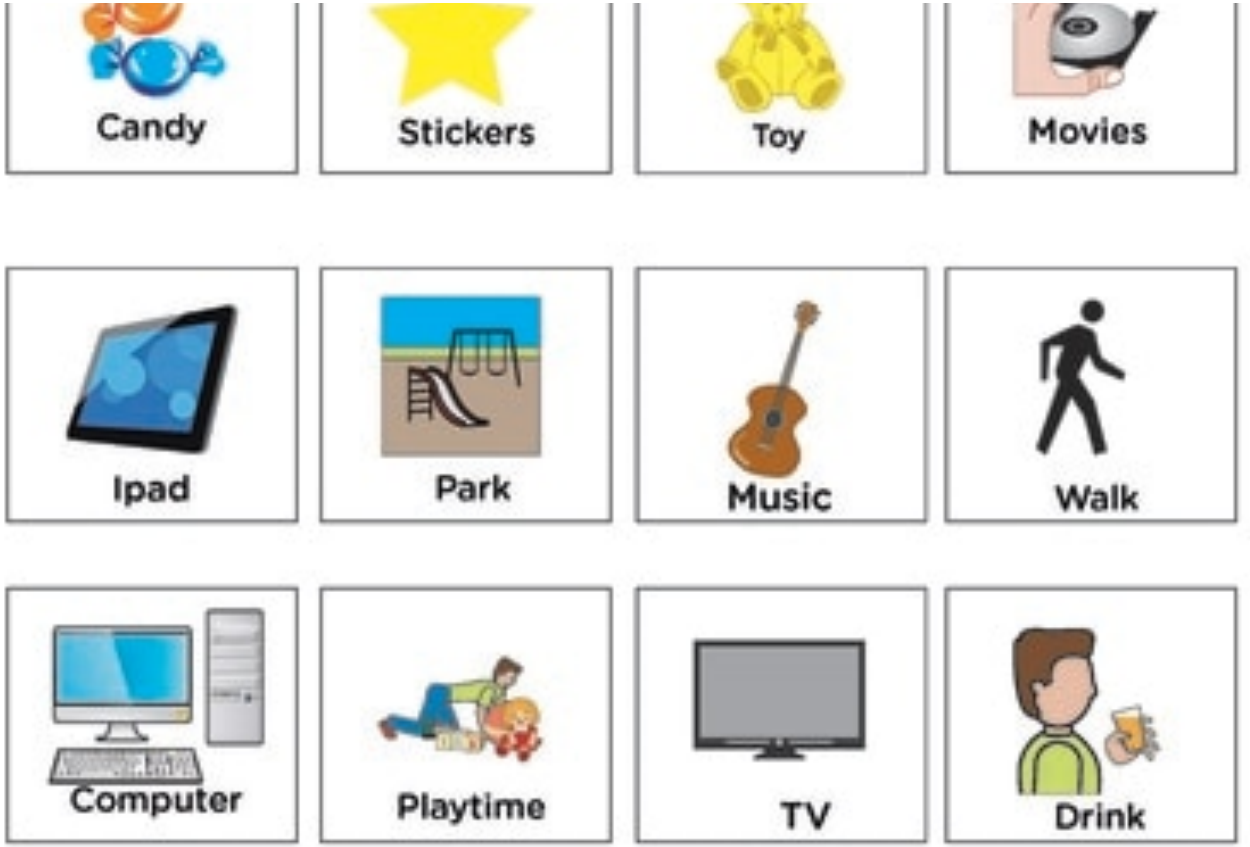
Identify Emotions

- Name emotions you are feeling and help your child to recognize and name their feelings. Teach your children that it is okay to name their feelings and share their feelings with you.
- For example, “This computer work is really frustrating today”. “I can see that your math work is making you feel sad/ angry/ overwhelmed”. There are always feelings under behaviors, and it is helpful for you to identify feelings, and talk about them to let kids know that your see how they are feeling and support them.
- Normalize their feelings. Let them know however they are feeling is OK.


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Reward Charts and Incentives

- Empower your child(ren) and support yourself by working together to help them come up with ways they can feel excited about term 3 and changes. If your child is not going to be in person learning and has feelings around that, this could also be helpful! Our students have been working so hard and we want them to continue to feel motivated.



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Remember Maury's 5 Stances

