Joint PTA/McK Meeting

August 12, 2020

PTA

Make it smooth.

Back to school, elementary boundaries, and the Reed transition

Make it fun.

The activities and events we've known and loved, plus a few new ones

Make an impact.

Grantmaking and raising funds for our future

Now.

- Finalize the school calendar

- Update school directory contact info

- Confirm ETC/Virtual play

- Pop-up book fair

- Online fundraising

- Welcome Back Motorcade:)

Next.

- Boundary changes

- Reed transition prep

- Winter/Spring activities

- Community building

McKinleyPTA.org

"Evergreen" info on PTA
Distance/Hybrid FAQ
AtoZ Directory Access
Dues and donations

McK PTA Facebook Group

Updates and news
Community discussion

Join via Facebook

Google Groups

PTA email.

Volunteer requests
News and updates
Activity promotions
Volunteer needs
Join via our website

PTA meetings

2nd Tuesday of the month
Zoom/virtual

Thank you.

Sarah Van Velsor
Carly Kelly
Jim Holmberg
Jenn Carter
Kate Ahrens
Amy Smith
Janaki Kates
Jen Myers
Kim Dam
Stacy Leff
Lisa Lomas*
Lauren Baldi
Jen Judah

School

New to McK Staff

- Natalie Ramos, special education teacher
- Amy Casillas, special education teacher
- Elsy Carrillo, special education assistant
- Claudia Salomon, EL teacher
- Brandi Brittain, art teacher
- Johanna Boyers, counselor
- Stacey Leff, Kaleidoscope liaison

Enrollment

- Total enrollment – 708
- Kindergarten – 93 – 4/5 teachers
- Grade 1– 107 – 5
- Grade 2– 141 – 6
- Grade 3 –128 – 5
- Grade 4 –115 – 5
- Grade 5 –120 – 5

Coming Soon

- Virtual learning kit

- School supply kit

- Devices/iPads – pre-k/12

- Grade level schedule

- Classroom assignment letter

- Parent tech boot camps

- iPad distrubtion K-3

- Distance learning handbook

A day in the life...

Mondays	K-2 TUES-FRI (5 hours, 20 minutes per day)	GRADES 3-5 TUES-FRI (5 hours 20 minutes per day)
2 hours, 40 minutes **Asynchronous** learning activities +Additional synchronous small group instruction sessions for *some* students **TEACHER PLANNING**	Morning Meeting (15 min)	Morning Meeting (15 min)
	Phonemic Awareness (10 min)	Reading Instruction (15 min)
	Reading Instruction (15 min)	Independent Work Session (Literacy) (35 min)
	Independent Work Session (Literacy) (30 min)	Movement Break (10 min)
	Movement Break (10 min)	Writing Instruction (15 min)
	Writing Instruction (15 min)	Independent Work Session (Literacy) (35 min)
	Independent Work Session (Literacy) (30 min)	Movement Break (10 min)
	Movement Break (10 min)	Math Workshop (60 min)
	Math Workshop (60 min)	Lunch & Recess Break (45 min)
	Lunch & Recess Break (45 min)	Content (Science or Social Studies) and/or SEL (30 min)
	Content (Science or Social Studies) and/or SEL (30 min)	Movement Break (10 min)
	Movement Break (10 min)	Specials (Art, Music, PE) (30 min)
	Specials (Art, Music, PE) (30 min)	Closing Reflection (10 min)
	Closing Reflection (10 min)	

Preparation

- Teacher return August 24 – limited communication

- Two weeks of professional learning opportunities:
    - Google Classroom set-up
    - Collaborative planning
    - Increase teaching capacity with digital learning platforms and formats
    - Building community in the virtual learning environment
    - Connecting with families
    - Virtual Open House – September 3

Our Commitment

- Live lessons with new material

- Lunch and recess from approximately 11:45 AM to 12:35 PM

- Team consistency

- Robust instructional program

- Student and parent engagement/access

The learning takes shape...

Online

Google Classroom

Seesaw

Flipgrid

Small group instruction

Whole group instruction

Flipped classroom

Offline

Learning tool kit

Games and activities

Paper-pencil tasks

Independent reading

Asynchronous Mondays

Teaching Tech to Students

- Acceptable use policy
- Set expectations
- Develop routines and procedures
- Gradually build stamina
- Mix on and offline tasks
- Build toward increased live instruction

Virtual Specials

- Art, music/instrumental music, and health/PE
- Library lessons
- Asynchronous and synchronous
- Supporting other content areas in general education classrooms
- Whole group/individual/choice boards
- Using previously discussed platforms

Additional Supports and Services

- Special education

- EL support

- Gifted programming/opportunities for advanced content

- Intervention groups - OG, Reading Recovery, Jacob's Ladder

Social Emotion Learning Reopening Plan

- Weekly lessons

- Individual social emotional support

- Daily office hours with support staff

- CARS

- Individual and small group intervention groups

- Emergency response

- Individual check-ins and small and large group conversations

Building Community

- Virtual open house
- Morning meetings
- Weekly check-ins
- Teacher readalouds
- Consistent lunch/recess
- Support staff office hours
- Movement breaks
- Responsive classroom – CHIRP
- No live events prior to two weeks before return

Getting Ready

- Establish routines early – bedtime, breakfast, brushing, dressing
- Create quiet workspace, free from distractions
- Practice iPad ins and outs
- Use headphones
- Be sure the network supports needed devices
- Mute microphones when necessary
- Eat only on snack breaks
- Visit APS Acceptable Use Policy for Students

Submitted Questions

I'd like clarification on the health forms. Who do we contact to know if we need to make updates?

Please contact Tammy or Sandy in the main office, 703-228-5280.

What types of activities are being planned for the first week of school and beyond to help the students build relationships with each other and their teachers in a virtual environment?

We plan to have a virtual open house that will provide an individual meeting opportunity for students prior to starting school. After virtual classes have started, we will have daily morning meetings, weekly check-ins with teachers and counselors, teacher read-a-louds, and support staff office hours. Teachers will provide movement breaks throughout the day. You could also have students participate in private on-line chats.

Will the virtual instruction be organized to allow for a mix of whole class, small group, and independent work?

Yes. The day will feature a variety of activities allowing for a mix of whole class, small group, and independent work.

What sorts of strategies are being considered to give them a break from screen time and some time physically writing, reading, or working on problems?

Strategies for students include movement breaks. Additionally, teachers will limit their talk and really focus on having students work with partners and in groups independently to problem solve, after which they will rejoin the whole class for other activities.

What's going to be the approach to the assessments that students usually take at the beginning of the year, so their teachers have a sense of where they are?

We await guidance relative to formal assessments from the district. However, teachers are able to utilize informal and formative assessments to guide instruction. Finally, teachers will use the data that was obtained prior to the closure of school last year to guide learning.

Will McKinley teachers be preparing a weekly hard copy packet of materials and worksheets that parents who don't want their kids on the iPad for all their schoolwork could pick up from the school on Monday mornings in order to facilitate that week's learning? If that is not in the current plan, could it be added? If not, what suggestions does the school have for parents whose students don't thrive with online problem sets, but also don't have the resources or time to use at-home printing?

Teachers will not prepare hard copy packets of materials. Please contact the school to discuss this situation, 703-228-5280.

Was any effort made to take planning units into consideration when planning classrooms? This would be beneficial for neighbors helping each other and even more so for when boundaries change next year. There is no guarantee where any of our children will be going and a transition back (hopefully) in 2021 with familiar faces and friends will hopefully aid in that process.

Classroom groupings were based on student data, with significant teacher input. The boundary process is on going and we will have more information toward the end of the 2020 calendar year.

How will 504s be handled? I have been seeing FAQs related to IEPs but nothing related to 504s. Will Mondays be used to provide 1-on-1 time with teachers where needed for prompting/material missed or not captured during virtual instruction, etc?

504 information will be shared with teachers prior to the start of the school year. Teachers will discuss 504 information with families to determine which supports can be addressed virtually. Teachers will thoughtfully use Mondays to plan activities while incorporating accommodations will require for 504s.

Will tools be consistent across APS Elementary schools? I know some schools use Canvas, others use Google Classroom. Why is there a disconnect between schools?

The transition to Canvas for APS elementary schools will officially take place during the 2021-22 school year. McKinley will, for the most part, use Google Classroom and Seesaw this year. The 4th grade, however, will pilot Canvas starting this fall.

How will orchestra work virtually?

The music teachers are awaiting the specifics on how instrumental music instruction will look this year. More information will be provided soon.

I saw Colin's note that 4th and 5th grade instrumental lessons are going forward. If we have a rising 4th grader, should we assume that they got their 1st choice instrument? Should we go ahead and rent the instrument from Foxes? We had received an email earlier in the summer from Mr. Natali telling us to hold off on any rentals for now, so I wasn't sure?

We await clarification on exactly when 4th grade instrumental will start since it will take some time for the school owned instruments to be distributed. You may want to hold off renting at a local music store to avoid paying for the weeks it may not be in use. More information will available soon on this topic.

Will attendance be taken? Will we still notify staff (attendance hot line) the same way if our child will be "absent" from school?

Attendance will be taken each day. More information will be available soon on the procedures around attendance communications.

Does the hybrid model propose a standard approach (i.e., in-person classes 2 days a week) to students at the elementary, middle, and high schools or will the model prioritize younger children (in particular, K-3rd graders) who struggle most with distance learning and need more supervision than kids in higher grades?

I do not have information on the hybrid option that I can share at this time.

How do we notify the school we are sending a child to private?

Please contact the main office, 703-228-5280.

The APS FAQs imply that it's possible that kids could end up in virtual classes made up of kids from more than one school and/or with a teacher from another school depending on how the numbers work out. Do we foresee that happening and if so, for how many kids and in what grades?

I do not have information on the hybrid option that I can share at this time.

Will students remain logged on through one MS Team link per classroom from 9am to 2pm every day? Or will there be different links depending on the day and activity. I ask because with two working parents at home and two early elementary school students, managing a number of links will be difficult. To the extent, the same link can be reused to a given MS Teams virtual classroom, that would be preferable.

No. Students will utilize one link, but they may need to leave the link to work on a separate activity, then return to the link. They will be taught the process.

Are classroom assignments going to take into account families' selections as to virtual or hybrid at this point in time? Or will any necessary changes be made if APS moves to the hybrid model at some point?

Classrooms were grouped based on data and teacher input. It is hoped the groupings will remain unchanged. It is possible, however, that changes could be made, but it is unclear at this time.

Will books be available to check out from McKinley's library or classroom libraries?

Yes. Books will be available for checkout from the library. More information will be made available as to the process by which this will occur.

Will there be a meet and greet with teachers? Or a one-on-one (virtual) meeting for teachers to get to know the students individually?

There will be a virtual open house and we are working out the details of how to make it more personal and create a real opportunity for teachers to meet the students individually.

Once we (eventually) start the hybrid option, kids will go to school twice a week. Those days will alternate each week (week 1 - T/W then week 2 - Th/F), correct?

I do not have information on the hybrid option that I can share at this time.

If distance-learning lasts all semester or longer, could the school consider adding some in-person opportunities either outdoors at McKinley, at a park, in the school, in small groups, or one-on-one for kids to interact with their teacher off-screen? Even the smallest in-person moments (with masks!) could help motivate the kids to stay engaged with distance learning.

The current guidance does not allow us to participate in in-person meeting opportunities.

It would appear that the hybrid model continues to place extreme burden of parents of young children to teach their children 3 of 5 days. It also appears to put extreme burden on teachers to develop multiple days of different instructional methods. Given the start of year is 100% virtual learning, and no date or metrics are provided for going back to in-person instruction, wouldn't abandoning the "hybrid" option make sense to allow more of the counties limited resources and focus to get early learners back in school full time?

I would not be able to make such a decision.

Can you explain more how the flow of the day will work for younger students? Will young students be expected to log on and off through out the day? How will you help the students through screen fatigue? Will teachers be on live with their entire class at the same time?

The students will move through the day, much as they have in the past, except in a virtual sense. Students will have dedicated devices that will allow them to remain logged in. Teachers will limit talk and the focus will be primarily on students working to complete activities in small groups or as individuals. Many movement opportunities and brain breaks are built into each day. Additionally, students will have many opportunities to share and provide evidence of their learning.