

Oak Park Elementary School District 97 Vision and Goals

Create a **positive learning environment**¹ for all District 97 students that is **equitable**², **inclusive**³ and **focused on the whole child**⁴.

1. Align D97 systems, structures and processes to reflect our stated value of educating the whole child (e.g., we act in ways that reflect our understanding of supporting the successful development of each and every student).
2. Establish a comprehensive⁵ system of support for all District 97 staff.

By addressing these two “big rocks” or goals our school community will support the attainment of any of the following:

Equity:

- Improve the experience and outcomes for all students in the district.
- Increase access and opportunities to enriched learning experiences for all students in the district.
- Reduce overrepresentation of students of color and students with learning disabilities in schools’ discipline data.
- Increase student perception of consistency in discipline consequences for the same offense across the district.
- Provide equitable access and opportunities to benefit from the International Baccalaureate (IB) philosophy and curriculum to all middle school students.
- Increase access to extracurricular activities by removing potential barriers from students’ participation.

Inclusive:

- Implement an inclusion model across the district, which includes co-teaching of classes by special and regular education teachers as well as “pushing-in” academic support services to students in regular classrooms.

Whole child focused:

- Continue focus on academic achievement, but measure, support, and celebrate students’ development in social/emotional learning, artistic expression, and other important aspects of a student’s development and positive sense of self.
- Evaluate students in a robust way, founded on knowing each student well and incorporating multiple qualitative and quantitative measures.
- Attend to needs of the whole child – from availability to high quality preschool programs for all through engaging and empowering middle school experiences

Positive learning environment:

- Provide students with the language and tools to prevent bullying and/or successfully handle incidents that occur.
- Improve teacher-student relationships by providing time, training, and other resources to staff.

¹ A positive learning environment includes equity, inclusion and a focus on the whole child. Social/emotional learning and the relationship between teachers and students as keys to establishing and maintaining a positive learning environment.

² To address what was articulated during community conversations, that some students experience the district “differently,” e.g., the existence of unfair biases and negative assumptions that some adults in schools have around student behavior and academic performance. The term ‘equity’ does not necessarily mean equal. In order to address inequities, different people will need different things.

³ The broadest definition of ensuring that all students feel and are included in every aspect of the district. In more specific context of special education, address stakeholders concerns about students being “silo-ed” and separated from the rest of the district, particularly as they move into upper grade levels.

⁴ The need to recognize, support and engage all aspects of each student.

⁵ Comprehensive support means having time to build relationships with students, learning new skills and methods, how to implement a new curriculum, and collaborating with colleagues, etc. . .

This support must take many forms including professional development opportunities from outside experts or job-embedded learning opportunities that enable adult learners to address the specific needs of students. In addition, administrators will benefit from professional development that helps them best support adult learners and create the kind of environment where they can flourish.