

Instructional Delivery Options

As schools continue to reimagine and redesign education in the midst of a global pandemic, Oak Park Elementary School District 97 is proposing two models for potential use across the entire school year - a hybrid learning model and a fully remote learning model. We are recommending that the district begins the school year with a fully remote learning model for the first trimester, however as COVID-19 continues to impact the nation, it is critical that our district remains flexible in its approach to meeting the needs of our families.

In adapting Maslow's hierarchy of needs through the lens of the COVID-19 pandemic, it is critically important that we continue to advocate for the health and safety of our students and staff. The graphic below (borrowed from Swansboro High School in North Carolina) outlines the district's priorities and our promises to students during this unprecedented time. In order for us to ensure that students are prepared to engage in deep and meaningful learning, we must ensure that they first are indeed physically safe, but also feel safe - both from a physiological and social-emotional stance.



Courtesy of Swansboro High School

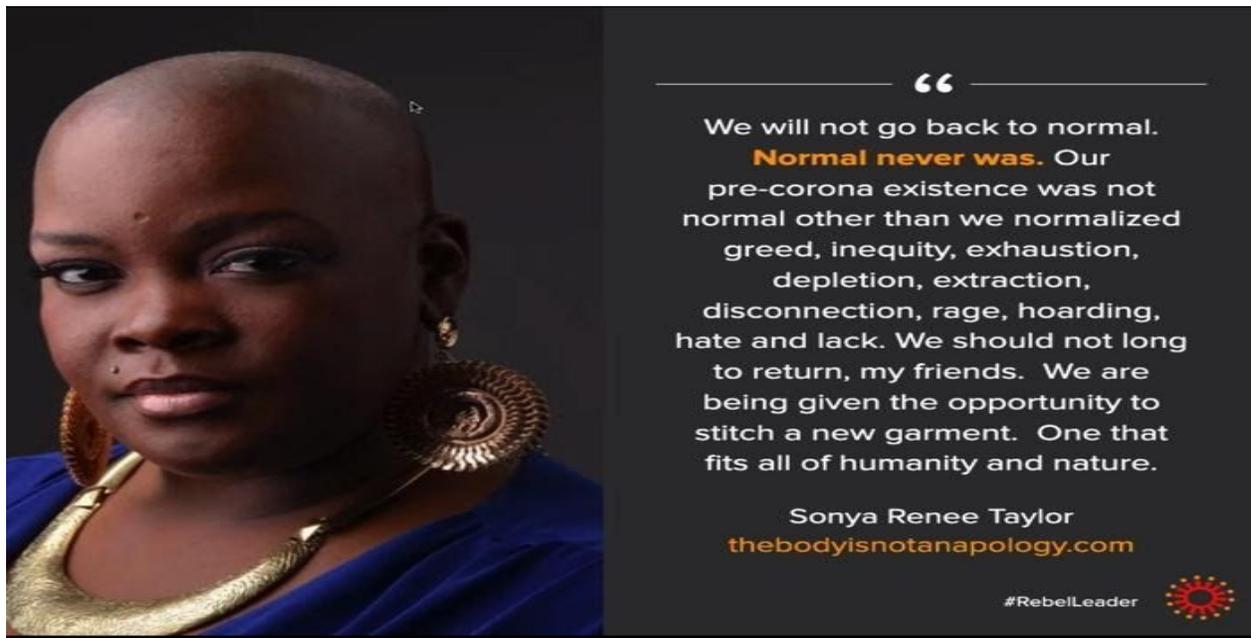
As our district continues to potentially leverage two learning models this academic year—the fully remote learning model (Trimester One) and the hybrid learning model (potentially in the future) —additional details about each model are provided below. The fully remote learning model as outlined below is predicated on the assumption that all students will engage in this model, thus creating an opportunity for District 97 teachers to deliver instruction remotely. The hybrid learning model employs two days of onsite instruction for small groups of students in order to allow for safe physical distancing and three days of remote instruction that will be delivered both synchronously and asynchronously.

To that end, the district is proposing that this document serve as the basis for a remote learning plan. We will continue to partner with our union leadership to finalize and fine tune this document.

The District 97 Equity Imperative

On March 12, 2019, the District 97 Board of Education unanimously approved the district's equity policy. During the two years prior to the adoption, the Board worked closely and collaboratively with our students, staff, families and community members to develop this policy, which "affirms their steadfast commitment to racial equity, seeks to promote a strong sense of belonging in all of our schools, and is aimed at ensuring that every student we serve has access to an excellent and equitable educational experience." Endemic to this policy is the imperative that we, **regardless of the learning model implemented:**

- Eliminate racial inequities and systemic disparities
- Create and ensure equitable educational opportunities for all students, especially those who have historically been underserved in our district and public education settings
- Help families effectively navigate the services that are available to them so that they not only feel a sense of belonging in the district, but will also know that we will meet their specific needs and those of their children
- Establish a framework that will enable us to eliminate the racial and cultural biases that affect student learning and achievement, and promote environments that intentionally welcome, respect and value diversity and inclusion.
- Address disparities in educational opportunities and achievement.
- Utilize policy, procedure and practice to eliminate opportunity gaps at every level of our organization.



Acknowledgments

We want to thank the almost 80 staff members that engaged in this work of the learning models committee—well after the school year ended and continuing even now. We're so grateful for your time, your thoughtfulness and your continued commitment to do what's best for our students!

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Fully Remote Learning Model

As a learning model for the first trimester of the 2020-21 school year, District 97 is planning to offer fully remote learning for students in pre-kindergarten through eighth grade. The remote learning model provides students with the opportunity to access standards aligned instruction without attending school physically. This model combines online lessons and self-paced activities to engage students and create personalized learning experiences that meet student needs. Families regularly and consistently connect and collaborate with teachers to support student achievement and academic growth.

The fully remote learning model provides students the opportunities to engage in both synchronous (live interaction and instruction with a teacher) and asynchronous (self determined review of content) learning sessions with teachers and classmates via virtual tools. The remote learning model is designed to be more rigorous and offer more live learning opportunities than the remote learning period from the spring of 2020. Grading and attendance practices will align to typical District 97 processes and procedures. Students will be expected to be available for learning sessions throughout the school day. Students who receive instruction via the remote learning option must enroll for the entire trimester.

**A tentative breakdown of the expectations between asynchronous and synchronous learning time by grade band is below.*

	Early Childhood	Kindergarten through Second Grade	Third through Fifth Grade	Middle School
Synchronous Learning	Approximately 40-50% of the instructional day	Approximately 40-50% of the instructional day	Approximately 50-60% of time in each course weekly	Approximately 60-70% of time in each course weekly
Asynchronous Learning	Approximately 50-60% of the instructional day	Approximately 50-60% of the instructional day	Approximately 40-50% of each course weekly	Approximately 30-40% of each course weekly

This [time distribution document](#) (accessible to District 97 staff only) will guide the instructional minutes that will be delivered each week and the chart above will be leveraged to outline the ratio of asynchronous to synchronous delivery. Of note, the amount of synchronous learning increases along the grade bands with younger students experiencing less screen time than middle school students as a reflection of the varied developmental profiles. The schedule will approximate a typical weekly schedule if students were fully onsite.

As an example:

Grade Band	Subject Area	Total Minutes per week	Synchronous Requirements (minutes per week)	Asynchronous Requirements (minutes per week)
Kindergarten through Second Grade	English Language Arts	600	240 mpw - 300 mpw	300 mpw - 360 mpw
Third through Fifth Grade	English Language Arts	600	300mpw - 360mpw	240mpw - 300 mpw
Middle School	Language and Literature	195	117 mpw - 137mpw	58 mpw - 78mpw

Sample daily **student** schedules are outlined below. Teacher planning periods are embedded in the schedules per the OPTA contract.

Elementary School: Sample Daily Remote Schedule for Students

Time	Subject Area
8:00AM - 8:30AM	Morning Meeting (Second Step will occur once a week)
8:30AM - 10:30AM	English Language Arts
10:30AM - 11:00AM	Science/Social Studies
11:00AM - 11:55AM	Lunch
11:55AM - 1:00PM	Mathematics
1:00PM - 2:00PM	Academic Enrichment/Intervention (English Language Arts and Mathematics)
2:00PM - 3:00PM	Specials (Art, Music, Spanish, PE, Library) *This is a placeholder and the schedule would be similar to the one already created for the full onsite learning.

Middle School: Sample Daily Remote Schedule for Students

Time	Subject Area
9:00AM - 9:45 AM	Weekly Advisory
9:00AM - 9:43 AM	World Language
9:46AM - 10:26AM	Individuals and Societies
10:29AM - 11:09AM	Design and Modeling/SOAR (academic intervention/enrichment)
11:12AM - 11:52AM	Lunch
11:55AM - 12:35PM	Science
12:38PM - 1:18PM	Language and Literature
1:21PM - 2:01 PM	Physical Education
2:04PM - 2:44PM	Speech, Drama and Debate
2:47PM - 3:30PM	Mathematics

***A remote learning A/B schedule is also being explored as we use this opportunity for innovation and to lengthen the amount of time per course for deep student engagement.

Below are two charts that provide an overview of high leverage instructional/learning strategies to be used throughout each week during the above sample schedule of each curriculum area. In addition, here is a link to the charts below for the various online tools that should be leveraged in the various onsite and remote settings.

Classroom Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Student Contact Time					
Morning Meeting -(Synchronous) includes SEL check-ins and review of mini-lessons	X	X	X	X (Second Step - day can vary)	X
Mini-lessons (asynchronous and synchronous)	X	X	X	X	X
Small-Group Collaboration (Synchronous Meeting)	X	X	X	X	X
1:1 Individual Student Check-in each week (synchronous)	X	X	X	X	X
Virtual Learning Center Hours providing Student Feedback/Grading Loop	X	X	X	X	X
Lesson planning and/or collaborating	X	X	X	X	X
Intervention Time	X	X	X	X	
Operational					
Teacher to parent Communication	X	X	X	X	X
Teacher self Care	X	X	X	X	X
Teacher professional Learning/Goal Setting/Self-Reflection.					X

*Teacher Schedule for the first three to four weeks: leverage the time to get to know your students, set expectations/procedures, engage in bootcamp activities and assess students.

*Note: students will have a daily special class and teachers will work with special area teachers with their grade level to schedule.

*Teachers will make adjustments for students based on their developmental needs.

Student/Family Schedule - 5 Day Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Student Contact Time					
Morning Meeting (Synchronous)	X	X	X	X	X
Small-Group Collaboration (Synchronous)		X (Day of the week varies)		X (Day of the week varies)	
1:1 Individual Student Meeting			X (Day of the week varies)		
Reviewing Teacher Feedback	X	X	X	X	
Skill Practice of assigned work	X	X	X	X	X
Enrichment/Intervention Time	X	X	X	X	
Specials	X	X	X	X	X
Operational					
Goal Setting/Reflection					X
Self Care	X	X	X	X	X

Special Schedules

- Specialists will provide the prescribed asynchronous and synchronous instruction using the ratios outlined on page four and via Google Classroom/Seesaw/workbook.
- There is a need to take travelers into account, to make sure that they are able to teach all classes at the appropriate time for each of their schools. *The schedule will not be identical at every grade level for every building due to this.*
- Instrumental Music will continue to be a pull-out. In order to accommodate 120+ students per week, teachers can alternate weeks between 15 minute 1:1 lessons and 30 minute small group lessons. (Week A - Intermediates 1:1 & Beginners small group; Week B - vice versa)
- Specials will likely follow existing schedules for full onsite learning.

NEW! Team Planning Template

In order to assist grade level teams with organizing and delivering content, a template has been developed for team use. Teams will work to develop a plan that includes links to asynchronous content and plans for synchronous content delivery and the corresponding Zoom links. These plans will be provided to school principals one week prior to the delivery of the planned content to allow for ongoing coaching and support. This practice will be implemented in both the hybrid learning model and the fully remote learning model.

Grading

Grading procedures in both models will remain largely consistent with the grading practices instituted prior to March 2020. Please continue to allow students to earn a remote learning grade for Trimester 3 of the 2019-2020 school year through the first trimester of fall 2020. As a reminder constructive and meaningful feedback should be consistent and ongoing. Formative assessments should be leveraged to provide daily, weekly, monthly and unit-aligned feedback - driven by teacher design and presentation of instruction.

MEASURE	FREQUENCY	MOST RELEVANT TO	TYPES OF INFORMATION	EXAMPLES
Formative – Classroom	Daily, weekly	Teachers, students, families	Mastery of specific skills and knowledge and mastery of conceptual understanding, for both content and use of academic language Can also include diagnostic assessments for students screened as needing intervention and progress monitoring toward grade-level skills	Checks for understanding, do nows, exit tickets, quizzes, writing assignments, observations, discussions, AIMSWeb+, running records, or other curriculum-based measures
Formative – Team	Unit, monthly	Teacher teams, Instructional Leadership Teams (ILTs)	Mastery of larger chunks of instruction	Common unit tests or performance assessments, mid and end-of-module Eureka Math assessments

NEW! Common Assessments

In order to determine the extent of COVID-19 related learning loss and to collect data throughout the year to determine student access to the new accelerated learning path that has been developed, the learning models team has advanced the following common assessments for use in the 2020-2021 school year and beyond. Data will be collected during the first three weeks of school and in alignment with a pacing calendar that will be released in early August 2020. All teachers will receive training on the administration of these assessments during the Institute Days in August.

Mastery Connect	Affirm	ESGI
<p>MasteryConnect's MasteryTracker allows teachers to effectively assess core standards in all subject areas, monitor student performance, and report student mastery to parents and administrators.</p> <p>Integrated standards-based reports provide real-time information about mastery of core standards.</p> <p>https://www.masteryconnect.com/</p>	<p>Affirm has more than 450 assessments for Grades K-5.</p> <p>Topic quizzes, Mid-Module, and End-of-Module Assessments are fully aligned with the Eureka Math assessments.</p> <p>80 percent of items are auto scored and reporting tracks student progress over time.</p> <p>Teachers can customize existing assessments and build new ones by using the Eureka Math Item Bank.</p> <p>https://am.greatminds.org/digital-assessments</p>	<p>ESGI is a one-on-one reading and math foundational assessment for Pre-K through first grade students. This platform allows teachers to assess letters, sounds, sight words, and various math concepts.</p> <p>Teachers will receive real-time feedback in easy-to-read reports and graphs to guide instruction.</p> <p>https://www.esgisoftware.com/</p>

Accelerated Learning Plans

The graphic below outlines the learning models team's action plan. This plan was designed around critical assumptions and required outcomes. The accelerated learning plans that were developed by teacher teams can be found here: [Stay tuned for the link to the new district Fall Reopening Google site!](#)

The Why	The What	The How
<p>Our Purpose</p> <ul style="list-style-type: none"> • Almost all students will begin the next year with learning deficits. • The most able and advantaged are likely to be better off. • The most disadvantaged are likely to suffer learning regression. • Engagement will look different based upon age and grade level 	<p>Our Outcomes</p> <ul style="list-style-type: none"> • Create plans to assess and respond to the uneven outcomes created by school closures. • What do we expect students to know and be able to do by June of 2021? • What formative assessment tools can we use to understand the individual and collective needs of our students? • What is our plan to accelerate learning and close gaps? 	<p>Our Objectives & Priorities</p> <p>Accelerated Learning Plans:</p> <ul style="list-style-type: none"> • Develop remote and on-site Accelerated Learning Guides that identify what students need to know and be able to do by the end of SY20-21 for all K-8 subject areas. <p>Common Assessments:</p> <ul style="list-style-type: none"> • Develop remote and on-site K-8 Common Assessment Guides in core subject areas to monitor student progress on grade level standards/skills and inform instruction and decision-making.

As massive social justice and anti-racism demonstrations continue in the aftermath of the murder of George Floyd and as we heed the continued call to honor and respect Black lives in this country by actively dismantling the ongoing threat posed by white supremacy and institutional racism, it is our obligation to meet the demand of the times and provide students with anti-racist curricula and instruction. There are a myriad of resources that exist to unpack an anti-racist countenance and existence as well as support the delivery of anti-racist curricula. A few can be found here:

[Being Anti-Racist](#)
[The 1619 Project](#)
[National Equity Project: Rebel Leadership](#)

Guidance will be provided to support the implementation of expanded curricula that center on anti-racism and racial justice.

Additional Supports for Students with Disabilities and English Learners

As our district continues to lean into its equity imperative, we must plan and deliver additional supports for students with disabilities and English Learners. The learning models committee has deeply engaged in this work and has provided an inventory of existing English Language Arts and Mathematics resources that can be found [here](#). In addition, draft guidance for that addresses supports within Multi-Tiered System of Supports (MTSS), special education and English acquisition can be found in the [Reopening Intervention Guidance document](#).

Attendance

Per the guidance from the Illinois State Board of Education, daily attendance and engagement of students should be expected whether students are participating in classes in-person or remotely. Districts, schools, and teachers should make daily contact with all students and families, especially those who are not in attendance or not engaging in classes, whether in-person or remotely. Districts must discontinue practices or rewards that encourage perfect attendance or would discourage individuals from staying at home when they are ill. View ISBE's recommendations for how to collect attendance remotely at www.isbe.net/Documents/Student-Attendance-Guidance-5-4-20.pdf.

All teachers and school staff should keep in mind state laws mandating the reporting of child abuse and neglect and the Children's Advocacy Centers of Illinois' helpful tips for protecting students at www.isbe.net/Documents/CACI-Essential4kids-Schools.pdf. View joint guidance from ISBE and the Department of Children and Family Services (DCFS) for further outreach if a school has not made contact with a student for more than five days at www.isbe.net/Documents/DCFS-ISBE-Student-Wellness-Visit.pdf.

Professional Learning

The comprehensive professional learning that was made available during the remote learning days in the spring is still available and can be found here: [Remote Learning Days: Professional Learning Offerings](#). Staff will find links to all of our live learning events as well as a curated list of offerings that include training on adjusting classroom practices to a virtual environment; the use of technology tools and workflow management. This list can be found here: [Professional Learning: Remote Learning](#).

During our final Institute Day, we were so excited to be able to offer choice sessions from our teachers experts as well as a required session on building community and facilitating online learning. Please find these offerings in this document: [District 97 Institute Day: Professional Learning](#)

In addition, the professional learning team is hard at work this summer and will release new offerings shortly that reflect the learning needs outlined in the June 2020 survey of teachers and staff.

Hybrid Model

The hybrid model requires that students attend school onsite for two days in small groups and receive remote instruction for three days synchronously and asynchronously. A transition to the hybrid model would be based on an examination of local COVID-19 data and would reflect the Illinois State Board of Education's guidance. To that end, the district would like to make transparent our current thinking around the schedule of instructional delivery. We are recommending that English Language Arts and Mathematics are taught during onsite instruction in the elementary schools via a cohort model. We are also recommending that the Language and Literature, Mathematics, Individuals and Societies and Science courses are delivered via onsite instruction in the middle schools via cohort models. The cohorts will reduce student movement and allow for focused instruction on core content areas. Elective courses and specials will be delivered synchronously and remotely. This means that over the course of four school days (Monday/Tuesday/Thursday/Friday), teachers will be working with 50% of their students on two days (Monday and Tuesday) and with the other other 50% of their students on the remaining two days (Thursday and Friday). From the student's perspective, the student will receive in-person instruction relative to their core subjects for two days, then the student will be working remotely with their elective/specials teachers on the remaining two days. On Wednesdays all students will be working remotely.

Hybrid Model Sample Schedules: Elementary School

In the sample below, Tiffany (sample student) would attend school onsite and in-person for two days (Monday and Tuesday) and receive English Language Arts and Mathematics instruction and participate in a whole class (both onsite and remote) morning meeting. The classroom teacher remains with a small class that is physically distanced and masked for the majority of the school day. On Thursday and Friday, Tiffany attends classes remotely - both synchronously and asynchronously - with her specials, intervention and enrichment teachers (Art, Music, Physical Education, FLES, Library, Intervention, Enrichment) following a specific schedule. On Wednesday Tiffany would participate in largely asynchronous remote instruction in English Language Arts, Mathematics, Social Studies and Sciences as well as a synchronously delivered morning meeting and Second Step (the district's curricular tool that supports social-emotional development) instruction. The student that would be slated for Group B, Jerome, would attend the reverse of the schedule described for Tiffany.

Sample Hybrid Model Schedule: Tiffany (Onsite on Mondays and Tuesdays)				
In Person Instruction: Group A		ALL	Remote Instruction: Group A	
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meetings		Morning Meeting	Morning Meetings	
English Language Arts		Second Step	Library	
Mathematics		Asynchronous instruction	Physical Education	
			Foreign Language Instruction	
			Music	
			Intervention/Enrichment	
			Art	

Sample Hybrid Model Schedule: Jerome (Onsite on Mondays and Tuesdays)

Remote Instruction: Group B		In-Person Instruction: Group B		
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meetings		Morning Meeting	Morning Meeting	
Art		Second Step	English Language Arts	
Library		Asynchronous instruction: English Language Arts, Mathematics, Social Studies, Science	Mathematics	
Physical Education				
Foreign Language Instruction				
Music				
Intervention/Enrichment				

Hybrid Model Sample Schedules: Middle School

As outlined in the sample below, Student 1 would attend courses onsite and in-person for two days (Monday and Tuesday) learning from their Language and Literature, Science, Math and Individuals and Societies teachers. In these courses, they will be a part of a small class of students and each of their teachers will rotate into the classroom where their small class is located to provide the instruction for that course. On Thursday and Friday, this student would be attending classes remotely, synchronously and asynchronously with their elective teachers (World Language, PE, Arts Elective, Design/SOAR-formerly called WIN class) following a specific schedule. On Wednesday this student would participate in largely asynchronous remote instruction that includes coordinated times for them to check in with any of their teachers to ask questions. For example, their Language and Literature teacher could potentially have office hours during period 1, Science during period 2, Math during period 3, Individuals and Societies during period 4, lunch, World Language during period 6, Design/SOAR-formerly called WIN during period 7, Physical Education during period 8, and Arts class (Band/Orchestra/Chorus/SDD/Art) during period 9. Student 2 would attend the flip example schedule described for Student 1.

Possible Middle School Hybrid Student #1 Schedule - A Days in Person/B Days Remote

In Person Instruction: A Days		Remote (Synchronous and Asynchronous): B Days		Remote (Asynchronous)
Monday	Tuesday	Thursday	Friday	Wednesday
Language & Literature		World Language (Spanish or French)		Language & Literature
Advisory and Lunch		Lunch		Science
Science		Design or SOAR		Math

Math	PE	Individual & Societies
Individuals & Societies	ARTS (Art, Band, Orchestra, Chorus, or SDD)	Lunch
		World Language
		Design or SOAR
		PE
		ARTS

Possible Middle School Hybrid Student #2 Schedule - A Days Remote/B Days In Person

Remote (Synchronous and Asynchronous): A Days		In Person Instruction: B Days		Remote (Asynchronous)
Monday	Tuesday	Thursday	Friday	Wednesday
World Language (Spanish or French)		Language & Literature		Language & Literature
Lunch		Advisory and Lunch		Science
Design or SOAR		Science		Math
PE		Math		Individual & Societies
ARTS (Art, Band, Orchestra, Chorus, or SDD)		Individuals & Societies		Lunch
				World Language
				Design or SOAR
				PE
				ARTS