

OAK PARK SCHOOLS Board of Education Presentation

2020-2021 Oak Park Schools Return-to-School Learning Plan



Thank You!!!

Elementary	Middle	High
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<i>Administrative Cabinet:</i> Dr. Jamii Hitchcock, Cassandra Baptiste, Steve Barr, Carol Diglio, & Ericka Watson		

Committee Values

Accountability

Compassion

Flexibility

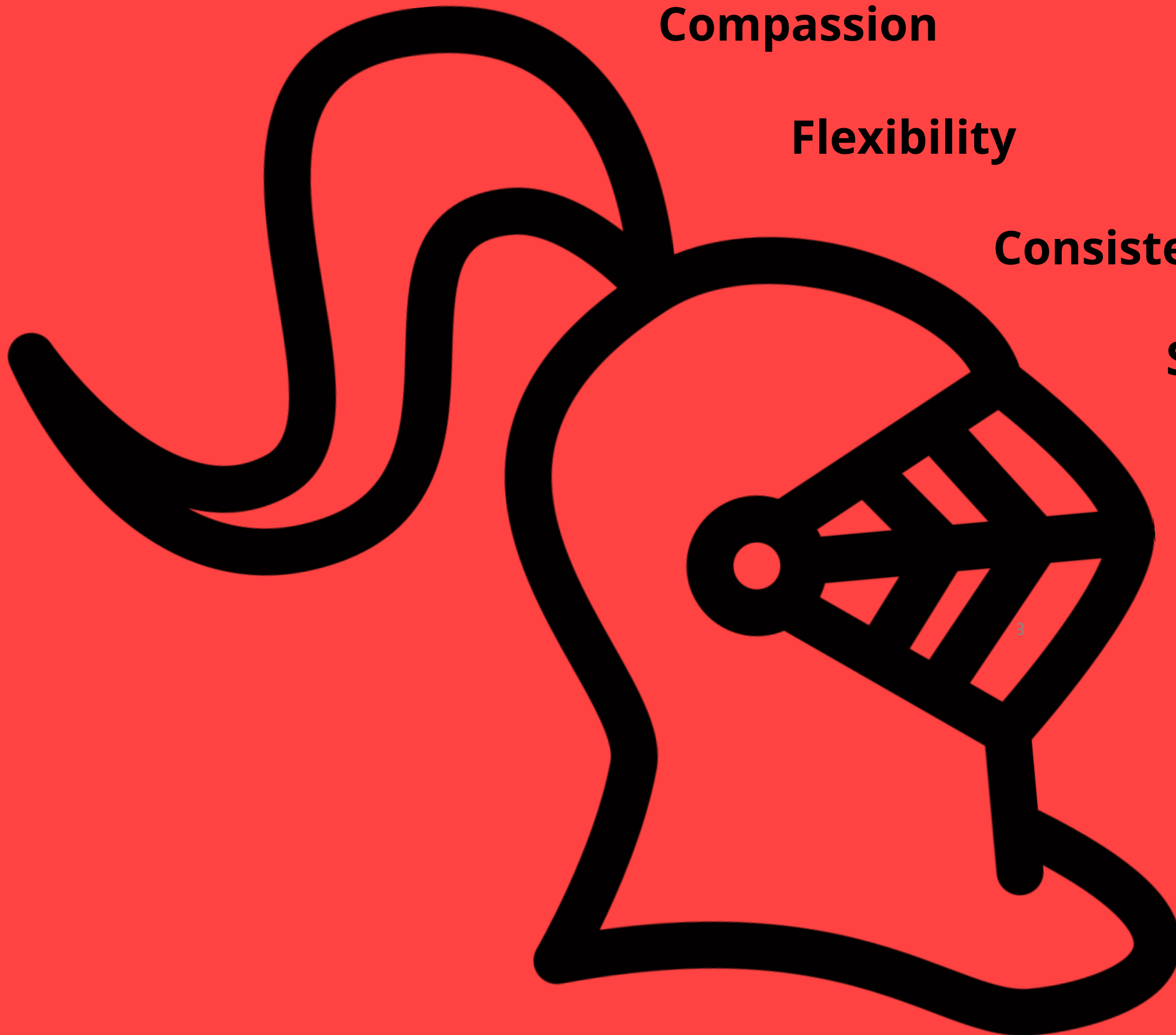
Consistent Communication

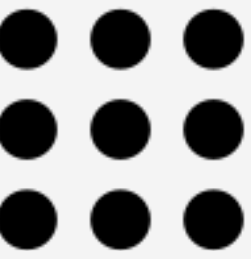
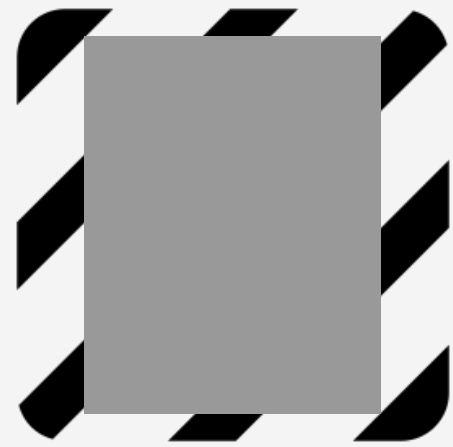
Strong Relationships

**Culturally Responsive
Teaching**

**Ongoing Professional
Development**

**Robust & Rigorous Teaching
& Learning**





Our Core Mission is to Offer a Quality Education that Provides:

SOCIAL EMOTIONAL

WELL-BEING

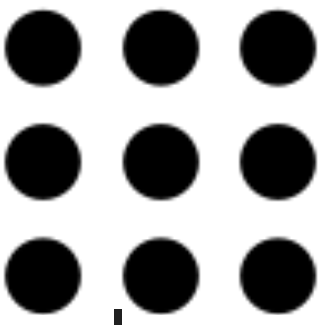
Centering Culture & Community for
Students

EQUITABLE ACCESS TO
LEARNING

By providing accessibility to high quality
online & robust instructional practices,
training, and support to the entire Oak Park
Schools Community

QUALITY EDUCATIONAL
OPTIONS

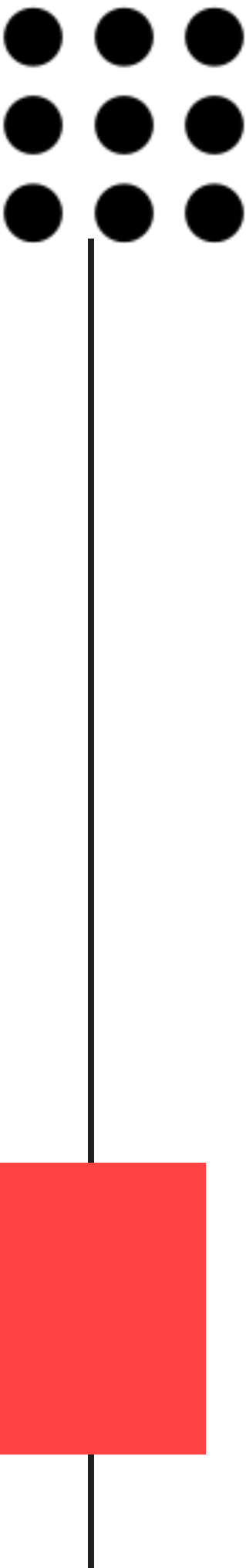
That Promote Lifelong Learning, and Civic
Engagement



Parent Survey Feedback

- Parent Survey (Sent out on July 22nd):
 - 670 Responses
 - 57% prefer their children to remain at home
 - 34% prefer for their children to remain at home in the first semester, and then return to school for the remainder of the school year
 - 9% prefer for their children to receive In-Person Instruction
 - 59% of family respondents show interest in receiving district provided training for logging onto & using online Instructional Platforms
 - 93% report currently having reliable internet connection

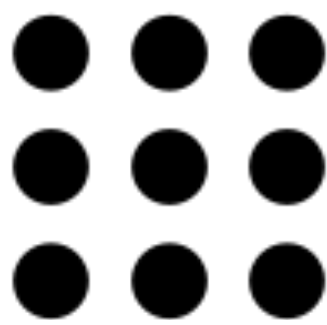




Summer School Enrichment

- Summer School Findings
 - Over the course of 3 school days, Superintendent of Teaching & Learning visited live synchronous learning environments:
 - 2 elementary, 2 middle, and 2 high school
 - EVERY single class showed evidence of academic rigor, social-emotional connections, and modified supports for students
 - Teachers reported opportunities to speak with and collaborate with parents over the course of the Summer School Enrichment Program
 - A special note of thanks and appreciation to ALL the teachers who provided instruction this summer, and students who completed the program!





QUALITY EDUCATIONAL OPTIONS

OPTION #1:
Full Online Learning with phased re-entry to In Person Instruction

On August 31st, students will attend online Synchronous Learning Community through October 30, 2020

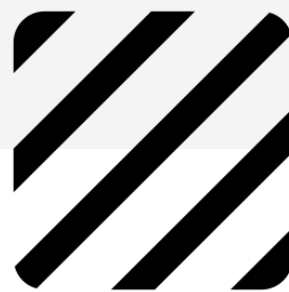
Students attend online classes with classroom peers until we transition to Full In-Person Instruction

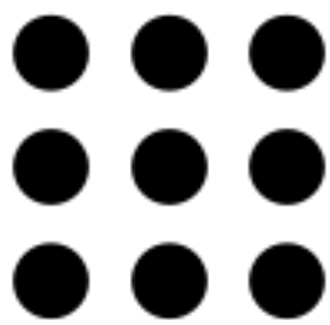
OPTION #2:
Full In-Person Instruction

On August 31st, students will attend full in-person school at their assigned school while the district actively monitors and consults with health officials

Students attend in-person instruction and follow operational safety guidelines determined by the District

Fully Online & In-Person Instruction



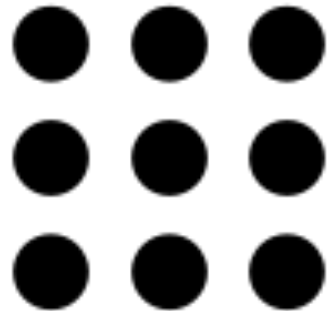


QUALITY EDUCATIONAL OPTIONS (DISTRICT RECOMMENDATION)

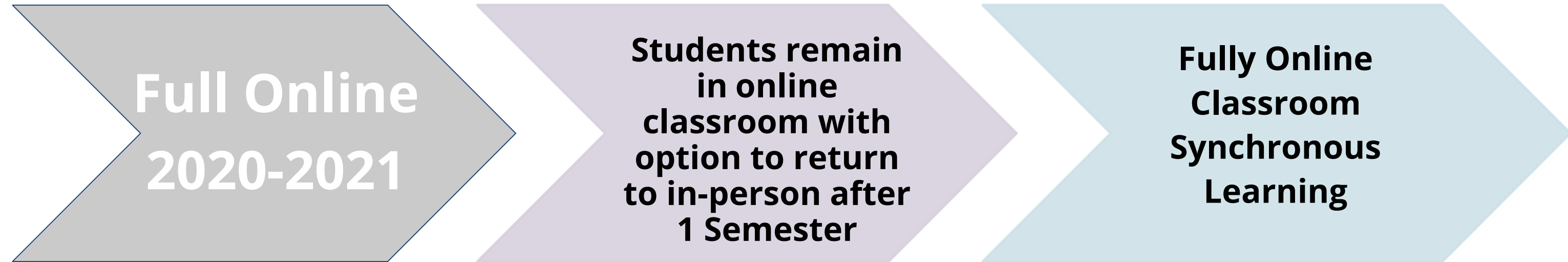
OPTION #1: Full Online Learning with phased Re-entry to In-person Instruction

- 
- Students will attend classes with teachers and their peers until the completion of the 1st Card Marking Period (October 30, 2020).
 - As OPS proceeds through the phases of reopening, students may remain fully online participating in synchronous learning alongside their peers, or attend in-person learning in Phases 5 & 6.

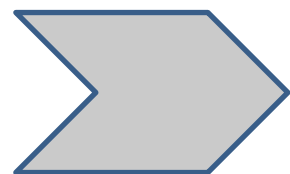




PARENTAL ONLINE OPTION SEMESTER OR FULL YEAR

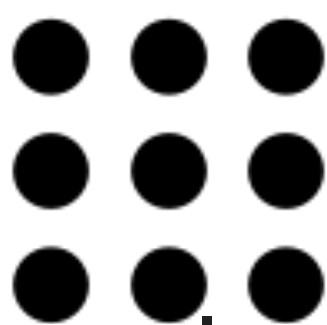


Parents can opt for Full Online Community Option:



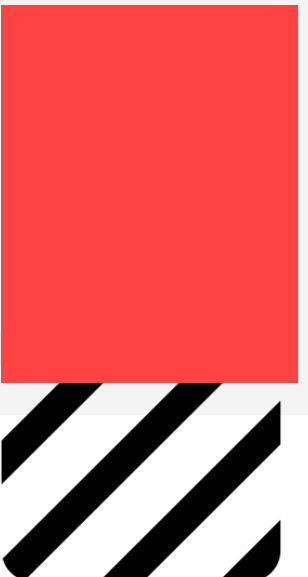
- If and when we return to in-person instruction, parents have the option to continue a full online learning experience.
 - Students will attend class(es) online with Oak Park teachers and peers who desire a full online learning community.





SOCIAL EMOTIONAL WELL-BEING

- STUDENT SUPPORTS & COMMUNITY BUILDING EMBEDDED INTO ONLINE INSTRUCTION
 - MORNING MEETINGS (ELEMENTARY) AND ADVISORY PERIODS (SECONDARY)
- SCREENING TOOLS TO IDENTIFY STUDENTS IN NEED OF SUPPORT
- MENTAL HEALTH & WELLNESS SUPPORT WITH DROP-IN SERVICES FROM OAK PARK COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS & HEALTH CARE PROVIDERS
- BACK TO SCHOOL SOCIAL EMOTIONAL LEARNING (SEL) LESSONS & ONGOING TEACHER & FAMILY ACCESS TO RESOURCES
- VIRTUAL FAMILY SUPPORT GROUPS & ONGOING VIRTUAL WORKSHOPS
- OFFER VIRTUAL EXTRACURRICULAR CLUBS AND ORGANIZATIONS
- STAFF SUPPORTS:
 - STRONG STAFF COMMUNITY AND (ONLINE) SOCIAL SUPPORT OPPORTUNITIES
 - MULTIPLE OPPORTUNITIES FOR STAFF TO CONNECT ACROSS COHORTS
 - LEAD WITH EMPATHY



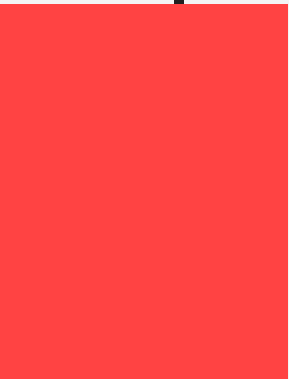


EQUITABLE ACCESS TO LEARNING (ALL PHASES)

Access & Support

WHETHER IN-PERSON OR ONLINE, **GOOGLE CLASSROOMS** IS OUR TEACHING & LEARNING HUB PROVIDING INCLUSIVE ACCESS TO THE FOLLOWING:

- **COMMUNICATING & COLLABORATING** WITH STAFF
- REMAINING ON TRACK VIA **DAILY SCHEDULES & AGENDAS** WITH **CLEAR EXPECTATIONS** ACROSS ALL GRADE LEVEL & CONTENT AREA COURSES
- PROGRESS **MONITORING, ATTENDANCE, & ASSIGNMENT** SUBMISSION
- **CONNECTING** TO CLASSROOMS & ACCESSING **SYNCHRONOUS** (LIVE) AND ASYNCHRONOUS (SELF-GUIDED) INSTRUCTION
- RECEIVING **QUALITY FEEDBACK** FROM OAK PARK SCHOOLS EDUCATORS



EACH STUDENT WILL **RECEIVE** A DEVICE, **SUPPORT** WITH INTERNET SERVICE AND INTERNET CONNECTION AS NEEDED.



EQUITABLE ACCESS TO LEARNING (ALL PHASES)

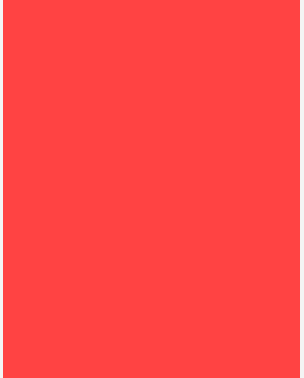
PROVIDING ROBUST & RIGOROUS TEACHING & LEARNING IS THE OAK PARK ADVANTAGE! IN EACH OF THE PHASES, FAMILIES CAN EXPECT:

- STRUCTURED SCHOOL DAY WITH STUDENTS ATTENDING SCHEDULED CLASSES, REGARDLESS OF RECEIVING IN-PERSON OR ONLINE LEARNING. **MANDATORY ATTENDANCE**
- MULTIPLE OPPORTUNITIES FOR **LIVE & ENGAGING SYNCHRONOUS TEACHING**
 - ASYNCHRONOUS LEARNING OPPORTUNITIES SUPPORTING CONTENT DELIVERY IN THE ONLINE OR IN-PERSON CLASSROOM.
- **FULL COURSE CURRICULUM** TO MEET GRADE COMPLETION & EXPECTATIONS FOR GRADUATION
- **CYBER SAFE ACCESS** TO LEARNING ACTIVITIES USING GOOGLE CLASSROOMS
- ALTERNATIVE (DAILY) SCHEDULES DEVELOPED FOR ONLINE LEARNING
 - STUDENT **GRADES & REPORT CARDS** ISSUED
- THE SAME RIGOROUS, HIGH QUALITY EDUCATIONAL EXPERIENCE WHETHER ONLINE OR IN-PERSON





EQUITABLE ACCESS TO LEARNING (ALL PHASES)



STUDENT **INTERACTION & ENGAGEMENT** ARE THE CORNERSTONES TO OUR SUCCESS. THE FOLLOWING **CULTURALLY RELEVANT** AND **UNIVERSAL DESIGN** APPROACHES WILL HELP SUPPORT MEETING THE DIVERSE NEEDS OF OUR STUDENT COMMUNITY. LESSONS ARE DESIGNED TO SUPPORT EFFECTIVE LEARNING & STUDENT ENGAGEMENT FOR BOTH ONLINE & IN PERSON INSTRUCTION.

THESE STRATEGIES INCLUDE:

- ASSESSING **ESSENTIAL STANDARDS** TO ADDRESS **LEARNING RECOVERY**
- RECOGNIZING THAT **STUDENTS BRING THEIR UNIQUE EXPERIENCES, AND KNOWLEDGE** TO THE LEARNING ENVIRONMENT EACH DAY
- MEANINGFUL **STUDENT DISCOURSE** AND **PEER INTERACTIONS**
- **MULTIPLE POINTS OF ENTRY** INTO THE LESSON & CURRICULUM
- CLEAR **LEARNING TARGETS & OBJECTIVES**
- QUALITY, RELEVANT, & APPLICABLE **FEEDBACK**





EQUITABLE ACCESS TO LEARNING (ALL PHASES)

THROUGHOUT PHASE 1-6, WE ARE COMMITTED TO PROVIDING STUDENTS WITH ADDITIONAL/SUPPLEMENTAL LEARNING OPPORTUNITIES, TARGETED SUPPORTS, AND CONNECTION TO OUR HIGHLY QUALIFIED PROFESSIONAL STAFF. SUPPORT SESSIONS WILL BE SCHEDULED AND SYNCHRONOUS SERVICES WILL TAKE PLACE IN THE CLASSROOM ENVIRONMENT AS WELL AS SMALL GROUP SETTINGS.

- SERVICES FOR STUDENTS WITH SPECIAL NEEDS
- ENGLISH LANGUAGE LEARNERS
- CORE ACADEMIC & SOCIAL/EMOTIONAL INTERVENTIONS
- * GREAT START READINESS PROGRAM & HEAD START STUDENTS:
 - RECEIVE TECHNOLOGY DEVICES & INTERNET SERVICE
 - CERTIFIED TEACHERS PROVIDE INSTRUCTION
 - PARENT MEETINGS (TELECONFERENCING)

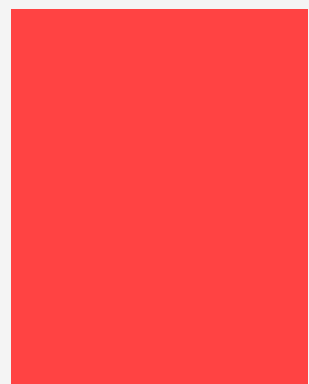




EQUITABLE ACCESS TO LEARNING SUPPORTS FOR STUDENTS WITH DISABILITIES

Access & Support

- **ALL INDIVIDUALIZED EDUCATIONAL PLANS (IEPs) WILL BE FOLLOWED**
- APPLICABLE SERVICES, MEETINGS, AND **DAILY INSTRUCTION** FOR THE FOLLOWING PROGRAMS WILL BE CONDUCTED VIRTUALLY:
 - EARLY-ON (BIRTH-TO-AGE 3)
 - ECSE (EARLY CHILDHOOD SPECIAL EDUCATION)
 - RESOURCE (ONE-ON-ONE; SMALL GROUP INSTRUCTION)
- STUDENTS WILL RECEIVE **DIRECT INSTRUCTION** ALIGNED TO THEIR GOALS
- ALL ANNUAL (IEP) MEETINGS WILL BE HELD VIRTUALLY
- STUDENTS WITH 504 PLANS WILL RECEIVE ACCOMMODATIONS
- SPECIAL EDUCATION AND GENERAL EDUCATION TEACHERS WILL CONTINUE TO COLLABORATE
 - All instruction, assignments, and assessments will be accommodated/modified as outlined in the IEP by both general education and special education teacher.



Sample Student Daily Learning Schedules





FULL ONLINE ELEMENTARY SCHEDULE RECOMMENDATIONS

- Synchronous instruction with Asynchronous supports
- Mathematics: Whole & Small Group (including “learning recovery time”)
- ELA: Whole & Small Group (including “learning recovery time”)
- Specials (30 minutes/day)
- Lunch & Recess (1 hour/day)
- Teacher Office Hours (for parents and students)
- Science/Social Studies
- Embedded Breaks/Movement
- Morning & Afternoon Sharing/Restorative Circles
- Daily PD Time (30 minutes at the beginning of the day)

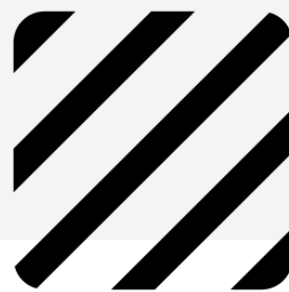


Sample Elementary Schedule ~ Lower Elementary ~ Fully Online Learning

Time	Teacher/Student Activity
8:15-9:00	Staff PD; Student Tutoring
9:00-9:15	Attendance Taking; Morning Circle (social-emotional connections)
9:15-11:15	Math Lessons (Whole & Small Group); w/asynchronous activities
11:15-12:15	Recess/Lunch/Brain Break
12:15-12:30	Attendance Taking; Afternoon Circle (social-emotional connections)
12:30-2:15	ELA Lessons (Whole & Small Group); w/asynchronous activities
2:15-2:45	Whole Group Lesson (Science/Social Studies); w/asynchronous activities
2:45-3:15	Special (P.E., Art, Media, Vocal Music, Instrumental Music); Teacher Prep

***This schedule prompts us to consider a 4-day instructional schedule (Mondays, Tuesdays, Thursdays, and Fridays) with one day (Wednesdays) for student intervention, social emotional supports, and Special Education services. This day would be called “Wellness & W.I.N (What I Need) Time Wednesdays”.**

QUALITY EDUCATIONAL OPTIONS

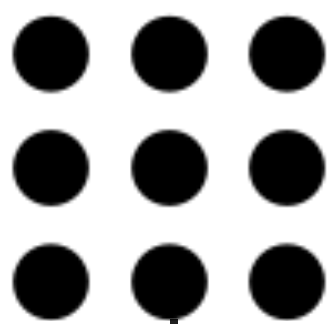


Sample Elementary Schedule ~ Upper Elementary ~ Fully Online Learning

Time	Teacher/Student Activity (Synchronous)
8:15-8:45	Professional Development for Staff
8:45-9:00	Attendance Taking; Morning Circle (social-emotional connections)
9:00-10:25	ELA Lessons (Whole & Small Group); w/asynchronous activities
10:25-11:05	Specials (P.E., Art, Media, Vocal Music, Instrumental Music); Teacher Prep
11:05-12:00	Math Lessons (Whole & Small Group); w/asynchronous activities
12:00-1:00	Recess & Lunch
1:00-1:30	Attendance Taking; Afternoon Circle (social-emotional connections); Math Small Group continued (w/asynchronous activities)
1:30-2:15	Whole Group Lesson (Science/Social Studies); w/asynchronous activities
2:15-2:30	Independent Reading
2:30-2:45	Closing Circle/Daily Debrief/Social-Emotional Support
2:45-3:15	Teacher Office Hours/Parent Support

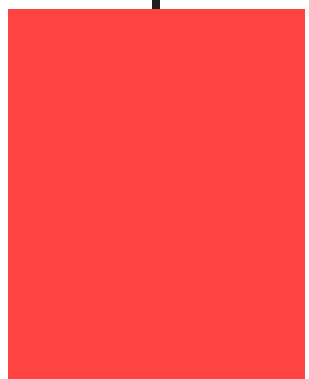
QUALITY EDUCATIONAL OPTIONS





FULL ONLINE SECONDARY SCHEDULE RECOMMENDATIONS

We will design a daily teacher/student schedule for grades (6-12) that will include the following weekly minimal requirements:

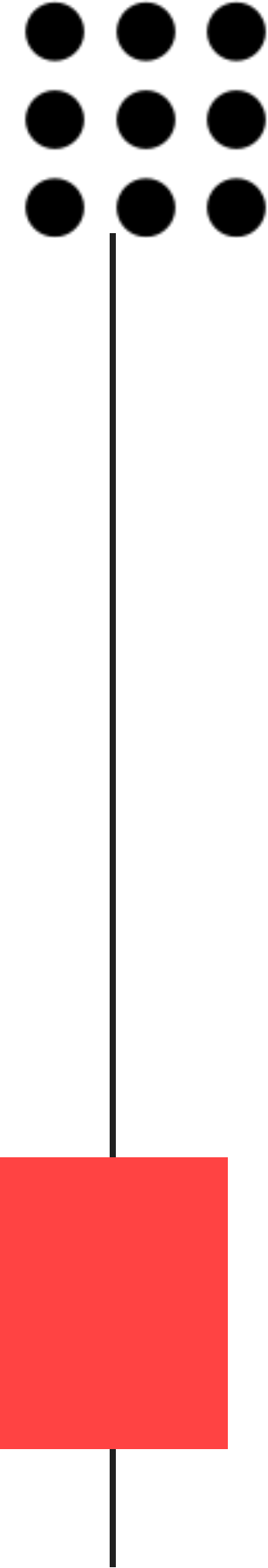
- Synchronous teaching class schedule with Asynchronous supports incorporating a student's entire schedule
 - Teacher Prep Hour built into the beginning of the day
 - Office Hours—extended contact opportunities and remediation support
 - Lunch Period
 - Daily social-emotional support times allowing for regular student support and coordination with ancillary school staff
 - End of day family connect allowing for parent/family support opportunities and connections
- 



Sample Secondary Schedule - Full Online Learning

Time	Learning Activity	Expectations
8:00 to 9:00	Teacher Prep Hour	- Meet in Grade Level and Content Level- PLC - Provide asynchronous learning opportunities - Create Lessons, create intervention support work - Meet with Special Education teachers
9:00 to 10:00	Teacher Office Hours	- Provide Intervention Support - Provide Student Check-in opportunities
Synchronous Teaching w/ Asynchronous Support (1st through 6th Period)		
10:00 to 10:30	1st Period	- Face to Face Live Instruction - Attendance taken - Whole and small group instruction using a virtual meeting platform
10:35 to 11:05	2nd Period	
11:10 to 11:40	3rd Period	
11:40 to 12:10	Lunch	
12:15 to 12:45	4th Period	- Face to Face Live Instruction - Attendance taken - Whole and small group instruction using a virtual meeting platform
12:50 to 1:20	5th Period	
1:25 to 1:55	6th Period	
2:00 to 2:30	Social Emotional Support Time (w/Advisory Students)	- Social Emotional Check- Ins - Restorative Practices - Lead clubs and hold mentoring groups
2:30 to 3:00	Family Connect	- Create Newsletters, Parent emails, Phone Calls 1 on 1 Parent Meetings - Small group presentations, tutorials - Flexibility for teacher and admin check-ins

QUALITY EDUCATIONAL OPTIONS

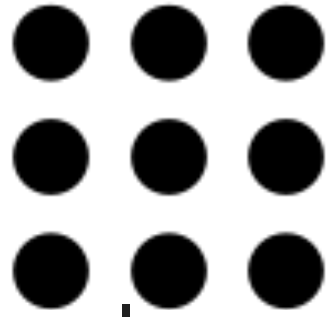


TRAINING AND SUPPORT

COMMITMENT TO STAFF PROFESSIONAL LEARNING AND ONGOING DEVELOPMENT AND PARENT SUPPORTS:

- DEVELOPING TEACHER CAPACITY AROUND DIGITAL LITERACY AND ONLINE INSTRUCTIONAL DESIGN
- ESTABLISHING POSITIVE COMMUNITIES IN A REMOTE SETTING
- FOCUSED PROFESSIONAL LEARNING AROUND BEST PRACTICE IN AN ONLINE SETTING
- PROVIDING TECHNICAL SUPPORTS TO FAMILIES ON HOW TO ACCESS AND UTILIZE ALL OF OUR ONLINE PLATFORMS
- CONTINUED FOCUS ON SERVICING SOCIAL EMOTIONAL WELL BEING OF STUDENTS

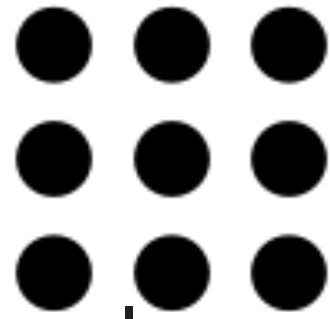




Transition From Online Learning to Full In-Person Instruction

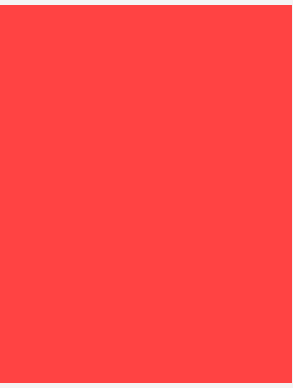
- In this phase, it is **safe** to return to full in-person learning and all scheduled courses will resume within the school setting
- **Health and safety precautions and protocols** remain in place in accordance with health guidance and the MI Safe Return to School plan.





Oak Park School District

Recommendations and Final Thoughts



OUR RECOMMENDATION TO THE BOARD:

- INSTRUCTION IS PROVIDED THROUGH AN ONLINE LEARNING PLATFORM FROM CERTIFIED OPS TEACHERS AND STAFF THROUGH CARD MARKING 1 (OCTOBER 30).
- ACTIVE MONITORING AND CONSULTATION WITH PUBLIC HEALTH OFFICIALS THROUGH CARD MARKING 1 (OCTOBER 30) TO DETERMINE A SAFE RETURN TO IN-PERSON INSTRUCTION.

THIS RECOMMENDATION PRIORITIZES THE HEALTH AND SAFETY OF STUDENTS, STAFF, AND FAMILIES AND IS BASED ON THE MOST CURRENT EDUCATION AND RESEARCH.

