



Update on 20-21 Reopening Plan

July 27, 2020



Agenda



- FAQ
- Instructional models by grade-level
- Distance Learning Academy option
- Impact on calendar

FAQ

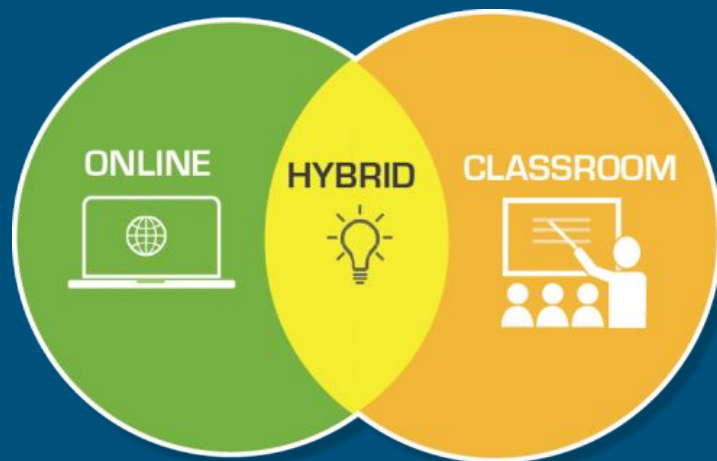


- Department, Program, Grade Level Specific FAQs will be drafted
- Safety
- Site, Grade Level, and Program Differences
- Transition Planning
- Metrics
- Timeline

Instructional Model Considerations



Instructional Model Scenarios



Continuum of Flexible Instruction

Instructional Model Scenarios



RESTORE ILLINOIS PLAN

Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization Began June 26	Phase 5 Fully Restored
Remote Learning	Remote Learning	Remote Learning	Combination In Person /On-Line	In Person Instruction

Distance Learning Fall 2020



- **Distance learning for all students through the first quarter (October 22)**
 - All families/households should plan for Distance learning for the first 9 weeks of the academic year.
 - If some groups of students are able to access and engage via in-person instruction or participate in site based events sooner, we will notify families/households with a minimum of two weeks notice.
 - Potential groups of students to access in-person instruction or participate in site based events include:
 - Early Learner students (PreK)
 - English Learners and Dual Language students
 - Students with IEPs
 - Students identified via MTSS (All grade levels: Academic, social and emotional support)
 - Freshmen
 - Program or Department based (Gifted, Academies, Visual and Performing Arts, Science, Career and Technical Education, and more)

Distance Learning Beyond 1st Quarter

*****Assuming Illinois is in Phase 4 with same restrictions***



- **Beginning in the second quarter (October 26):**
 - PreK - Move to a hybrid model of in-person and distance learning
 - Elementary - Move to a hybrid model of in-person and distance learning (A/B Days)
 - Middle School – Move to a hybrid model of in-person and distance learning (A/B/C Days)
 - High School– Remain in distance learning (First Semester - will be re-evaluated during the semester)
 - Buildings accessible to small groups for CTE, labs, specialized courses of study, students needing interventions/supports

Distance Learning Academy



- Completely separate school with Administration and assigned Teachers
- Distance Learning Academy will operate as a completely virtual K-8 school with corresponding instructional and curriculum planning
- Attendance, Grading and Assessments will be required
- **Distance Learning Academy for PreK is not currently an option - Developmentally appropriate, access to materials and resources, transferable instructional strategies are essential if providing this option.**
- Families and staff will select and **commit to this option for the First Semester**. The Distance Learning Academy is still being planned but it is expected that their school day will align with school schedules as much as possible.

Distance Learning Academy



- The Distance Learning Academy will be required to complete the same instructional hours each day as traditional schools (**5 hours of instruction and 2 ½ hours of direct instruction**). The staff teaching in the Distance Learning Academy will provide valuable opportunities and information to assist in further developing traditional blended learning programming for the District.
- **Focus on Core Academic Instructional Courses (ES should have access to Specials, MS will have fewer elective options and schedules will likely be revised).**
- **Students from across the district will be assigned to teachers from across the district** (may not be assigned to a teacher from their home school).
- Additional information about the Virtual Academy / School will be finalized in **early August**.
- **Parents/households have been asked to complete the survey by July 31**
 - Complete the survey now to allow for appropriate planning and least amount of disruption
 - Asking for parent/household information to complete the planning and provide the details families/households are seeking

The Instructional Day under a Hybrid Model

PreK

- Plans are being finalized and will reduce the number of students in classrooms
- Based on staff and community input we are reviewing how we may best meet the needs of these learners with the goal of in-person attendance
- Focus on developmentally appropriate instruction with an emphasis on play based, socialized learning

Kindergarten – 6th Grade

- Create an opportunity for in-person instruction for all students
- Modify school day to accommodate social distancing, support student social/emotional well being and delivering personalized teacher instruction
- Ensuring students have an opportunity for breakfast and lunch
- Hybrid Learning includes a variety of instructional styles including paper packets, individualized instructional materials, distance learning, check-ins with teachers or other support personnel as needed
- Music, art and PE via remote instruction
- Class size target of 15 or fewer with exceptions made for room size and/or unique enrollment

The Instructional Day under a Hybrid Model

Middle School Instruction -

- Creates an opportunity for in-person instruction while balancing social distancing guidelines
- Creates opportunities to use hybrid learning for additional classroom instruction
- Facilitates the ability to quickly move to full remote learning if conditions require
- Target 15 or fewer students per class
- All plans allow teachers an opportunity to plan lessons, collaborate and connect with students and families

Sample Elementary School Hybrid Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In Person	In Person	Remote Start Zoom	Remote	Remote
Cohort B	Remote	Remote	Remote Start Zoom	In Person	In Person
Cohort C	In Person	In Person	Remote Start Zoom	In Person	In Person

Cohort C: Self-Contained Special Education Classrooms. Additional students as determined by IEP, ELL status, MTSS identified students, etc. Subject to classroom space guidelines.

Remote Start Zoom- Students would participate in a morning whole-class zoom.

Sample Middle School Hybrid Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Remote	In Person	Remote	Remote	Remote
Cohort B	Remote	Remote	In Person	Remote	Remote
Cohort C	Remote	Remote	Remote	Remote	In Person
Cohort D	Remote	In Person	In Person	Remote	In Person

Hybrid Model

- A third of students attend at a time on Tuesday, Wednesday and Friday each week
- Cohort D: Self-Contained Special Education Classrooms. Additional students as determined by IEP, ELL status, MTSS identified students, etc. Subject to classroom space guidelines.

High School Distance Learning Considerations

- 8 Period Day
- Day A: synchronous instructional periods 1, 2, 5, 6
- Day B: synchronous instructional periods 3, 4, 7, 8
- 2 hours 40 minutes of direct instruction per day
- Office hours and support provided before, after and during the school day (asynchronous periods)
- SEL focus to begin the year

Tentative High School Distance Learning Schedule

	A Day	B Day		
Period 1	8:30 - 9:10	8:30 - 9:10		Synchronous Instruction
Period 2	9:15 - 9:55	9:15 - 9:55		Asynchronous Instruction
Period 3	10:00 - 10:40	10:00 - 10:40		
Period 4	10:45 - 11:25	10:45 - 11:25		
Period 5	11:30 - 12:10	11:30 - 12:10		
Period 6	12:15 - 12:55	12:15 - 12:55		
Period 7	1:00 - 1:40	1:00 - 1:40		
Period 8	1:45 - 2:25	1:45 - 2:25		

Changes to previously approved calendar

Teachers Return - August 17, 2020

Professional Development 8/17 to 8/21

Students Remote Instruction Begins - August 24, 2020

Pre-school to start August 31

Middle, High School Quarters adjusted to reflect new start date

Q1: 8/24 - 10/22

Q2: 10/26 - 1/15

Q3: 1/19 - 3/26

Q4: 4/6 - 6/2

Elementary Trimesters adjusted to reflect new start date

T1: 8/24 - 11/13

T2: 11/16 - 2/26

T3: 3/1 - 6/2

Professional Development, Remote Learning Planning days assigned throughout the year

November 3 election day assigned as a holiday (no student attendance)



Extra-Curricular Activities and Events in Distance Learning

Practices/Connections:

- Instructional Videos, Online Activities, Flexible methods of delivery
- Individualized Student Growth Plan
 - Guide students through progress monitoring (setting goals, setting a timeline, assist in evaluation, student reflection-video or written)
 - Develop/identify activities to help students achieve their goals
- Cross-District Collaboration (students and planning)
- Service/Advocacy Activities (as applicable/appropriate)
- Performances/Contests (as applicable/appropriate/available)
- Zoom meetings and practice sessions
- Synchronous learning activities for the activity or sport including group instruction, instructional videos, game or activity videos, etc.
- Assigning writing or recorded segments for publications, public speaking, or individual performances
- Having students log independent practice sessions/rehearsals
- Design individual learning/practice plans for all students - differentiated instruction to meet their goals
- Virtual community based projects

IHSA Athletics and Activities

- Continue participation in IHSA athletics and activities
- Prioritize safety and wellness of all students and staff
- Follow current guidance from ISBE, IHSA, IDPH and county health departments
- Flexible and responsive approaches