

7.15.20 Special Board Meeting

Board Discussion of Return to Learning
Options





Flexibility of Plan

- Decisions regarding our teaching and learning format will be driven by the health and safety of students and staff
- Plans will remain fluid allowing for model shifts
 - COVID-19 Cases in D105
 - CDC, IDPH and/or Cook County Health Guidance
- Importance of having back-up plans in the event that we make adjustments to our teaching and learning format

Note: Information on cleaning, health and safety precautions and potential and confirmed COVID-19 protocols will be shared in our plan.



Three Options

Full In-Person Instruction

Hybrid (A/B Schedule)

Full Remote Learning



Models Considered

- Model #1: Hybrid (A/B Schedule) In-Person Instruction and In-School Remote Learning
- Model #2: Full In-Person Instruction PreK-5th and Full Remote 6th-8th
- Model #3: Full In-Person Learning
- Model #4: Hybrid (A/B Schedule)
- Model #5: Full Remote Learning



Model #1: In-Person and In-School Remote Learning

Pros

- Provides daily in-person contact with staff
- Supports the need for childcare
- Benefits social emotional needs
- Embraces consistent student schedule
- Reduces class size for in-person instruction

Cons

- Social distancing implications for staff and students
- More potential for exposure with more students in the building
- Higher health and safety risk for students in remote learning settings (i.e. gym)
- Additional staff needed
- Lack of large open space for Covid-19 related precautions
- All specials (including PE) would be held outside or in the classroom
- Buses could be at capacity (50 students per bus)



Model #2: Full In-Person Instruction for PreK-5th and Full Remote for Grades 6th-8th

Pros

- Allows staff to focus on in-person instruction on the school-age children that typically have a more difficult time with remote learning
- Provides additional space for in-person learning
- Lowers class sizes
- Provides increased social distance for students in person

Cons

- Does not provide any in-person instruction/supports for students in 6th-8th
- Students will be relocated to another building
- Requires transportation routes to be revamped
- Some families have students at home while siblings are at school



Model #3: Full In-Person Instruction

Pros

- **Provides everyday in-person instruction/supports**
- Supports the need for childcare
- Benefits social/emotional needs
- Embraces consistent student schedule
- Provides some level of “back to normal”

Cons

- Social distancing implications for staff and students
- Heightening potential for Covid-19 exposure
- Buses could be at capacity (50 students per bus)
- Additional staff needed
- Lack of large open space for Covid-19 related precautions
- All specials (including PE) would be held outside or in the classroom

Model #4: Hybrid (A/B Schedule)



Pros

- Provides for in-person instruction
- Benefits social emotional needs
- Allows for greater level of social distancing
- Factors in a better social distance plan during lunch and recess
- Lowers class sizes
- Supports targeted in-person instruction
- Reduces risk of infection for students/staff
- Increased opportunities for cleaning/sanitation
- Provides for needed additional space in the buildings for COVID related precautions
- Lessens need for additional staffing

Cons

- **Less in-person instruction**
- Requires childcare
- Schedule is less fixed
- Some level of parent instructional support
- Less teacher collaboration time

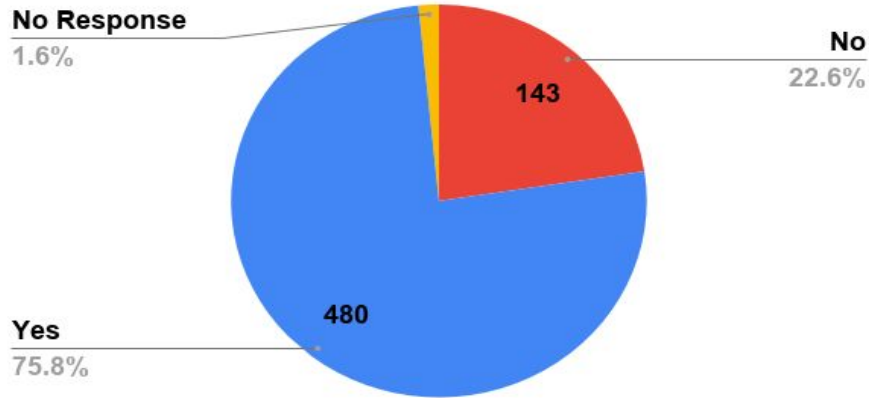


Model #5: Full Remote Learning

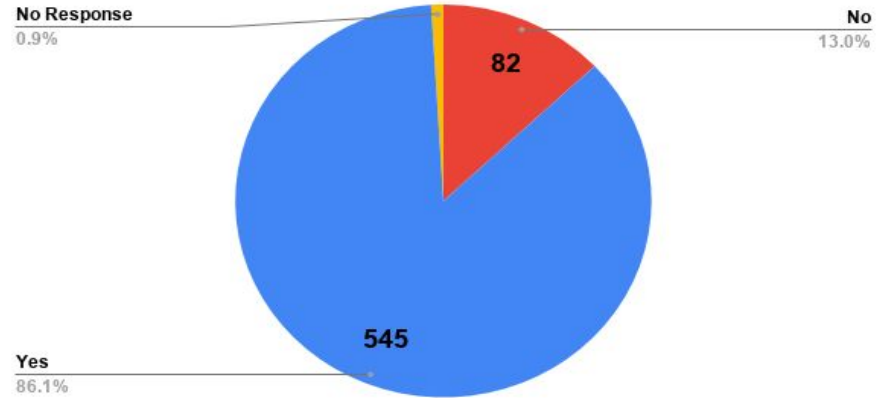
A full remote platform will be available for students whose parents choose to keep their child at home. This platform will look different and more robust than in the spring.



District: Would you send your child if D105 has Full, In-Person Learning?



District: Would you send your child if D105 holds Blended Learning?

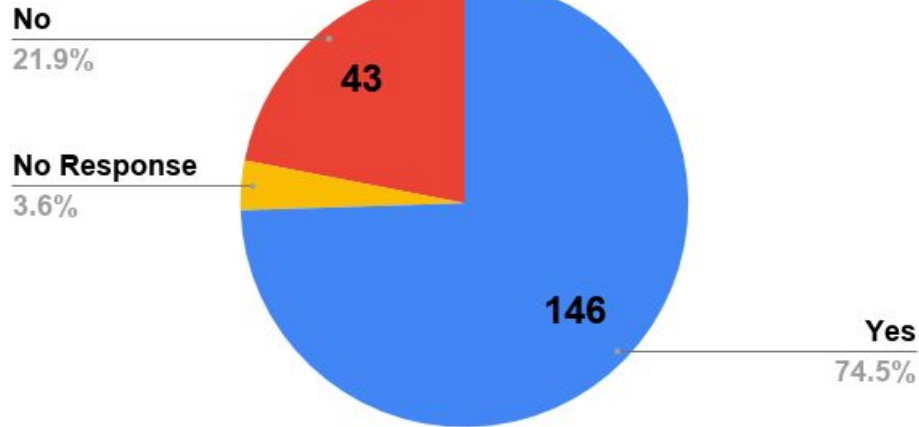




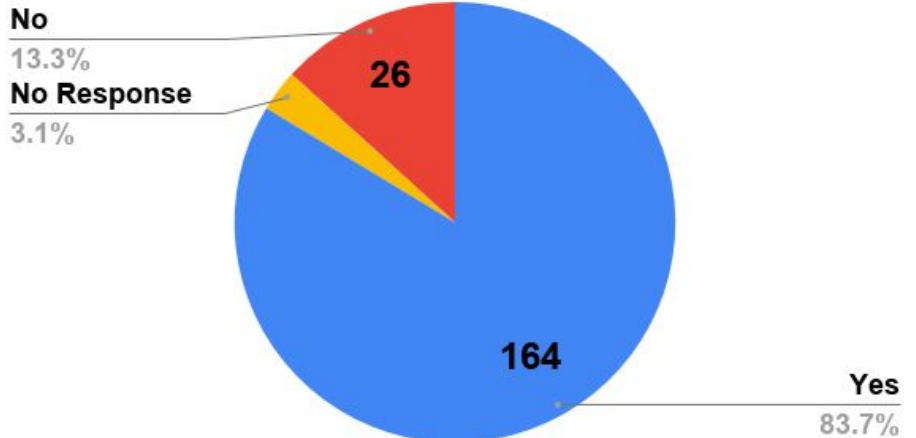
District	Yes	Percent	No	Percent	No Response	Percent
In-Person, Full-Time	480	75.83%	143	22.59%	10	1.58%
Hybrid	545	86.10%	82	12.95%	6	0.95%
Remote, Full Time	54	8.53%				

Staff Survey - District

Would you be able to return full-time if D105 went with Full, In-Person Learning?

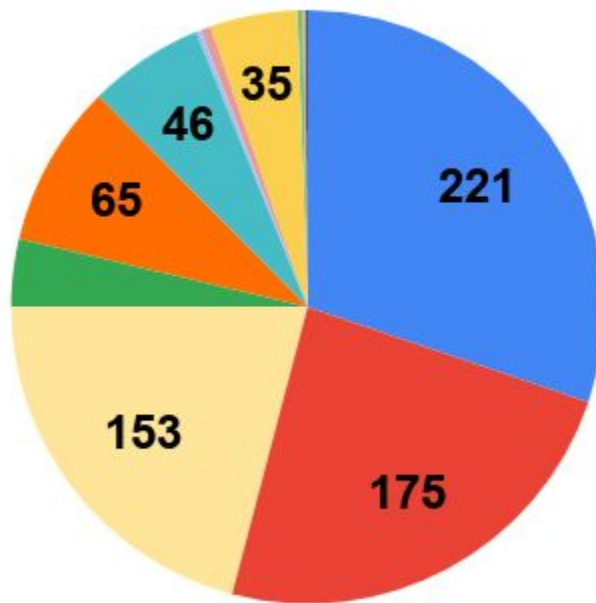


Would you be able to return full-time if D105 went with Blended Learning?

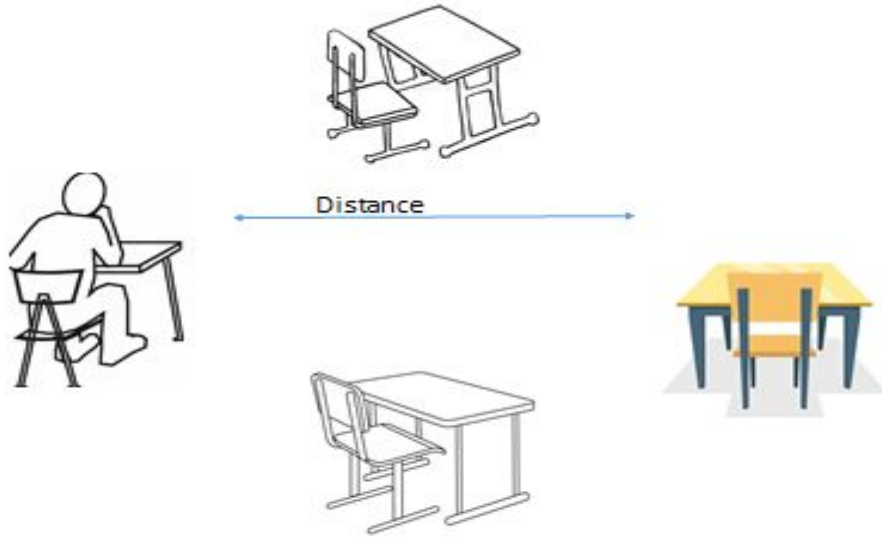


DISTRICT: How will your child get to and from school?

- Walk/bike
- Walk/bike, Parent/Guardian will drive
- Parent/Guardian will drive
- Bus, Walk/bike
- Bus
- Bus, Parent/Guardian will drive
- Other
- Parent/Guardian will drive, Other
- Bus, Walk/bike, Parent/Guardian will drive
- Walk/bike, Parent/Guardian will drive, Other
- Walk/bike, Other
- Bus, Parent/Guardian will drive, Other



Social Distancing





Desk and chair spacing





Number of People Per Room

- Classroom range is 6 to 28 (in larger learning spaces spaces at Gurrie).
- Non traditional classroom spaces (gym, library and multipurpose room (cafeteria) range is 25-50.



Full In-Person Learning and Staffing

Numbers are based on class floor space, social distancing space between desks and chairs, maximum students in class to maintain social distancing and a 20% reduction in in-person student attendance.

Potential new staff needed:

- Gurrie = 0
- Hodgkins = 5
- Spring = 6
- Seventh = 3
- Ideal = 5

Total=19



Recommended Teaching and Learning Model

Considerations:

- Health and safety of students and staff
- Survey results
- Space and numbers
- Overall cost to District

Blended Learning - Hybrid Model

- Half Students in school on “A” day
- Half Students at home/remote on “B” day
- Alternate days
- Students remaining home by choice - all days home/remote

Must be prepared for ALL Remote Learning at any time

Fall 2020 Proposed Teaching and Learning Model





Priorities in Blended/Hybrid Learning Environment

Continuity of Learning - from in-person to online; All students follow daily schedule; focus on priority grade level standards

Synchronous Learning - Learning with teacher, engaging live learning experiences

Asynchronous Learning - learning on own time; self-guided with teacher planning

Ongoing Feedback/Standards-Mastery Progress - Students and staff reflecting and receiving feedback, both online and in-person, regarding learning progress



Possible Instruction in Blended Learning Environment

Flipped Classroom Instruction

- **Recorded direct instruction** - viewed by ALL students - asynchronous
- **In Person Learning:**
 - Targeted small group guided instruction - synchronous learning
 - Planned, connected independent practice; extension experiences - synchronous or asynchronous
- **Remote Learning:**
 - Targeted small group guided instruction on Zoom - synchronous learning
 - Students engage with planned extended experiences from “in-person” days - asynchronous

Professional Learning and Planning Time Needed



Areas Still Being Addressed

In Schedule:

- General Music, Art, Band, Orchestra, Library
- 7th and 8th grade Exploratories
- Servicing ELs and IEP students best through blended model
- Time for professional learning
- Time for PLC planning using Blended Learning model

Professional Learning:

- Flipped Instruction
- Best practices synchronous and asynchronous learning
- Video conferencing and Instructional technology software
- Effective feedback and progress reporting

A/B Blended Learning Schedule

Week 1					
Student	Monday	Tuesday	Wednesday*	Thursday	Friday
“A” Student	In-Person	Remote	In-Person	In-Person	Remote
“B” Student	Remote	In-Person	Remote	Remote	In-Person
“All Remote” Student	Remote all 5 days				

Week 2					
Student	Monday	Tuesday	Wednesday*	Thursday	Friday
“A” Student	In-Person	Remote	Remote	In-Person	Remote
“B” Student	Remote	In-Person	In-Person	Remote	In-Person
“All Remote” Student	Remote all 5 days				

***Wednesday Options: Alternating in-person and remote OR all remote for all students**

A/B Blended Learning Schedule - Elementary

Monday and Thursday	Tuesday and Friday	Wednesday
<p>“A” Student - In-Person “B” Student - Remote “C” Student - Remote</p>	<p>“A” Student - Remote “B” Student - In-Person “C” Student - Remote</p>	<p>Options</p>
SEL/MM	SEL/MM	<ul style="list-style-type: none"> ● Rotational 3rd day for A and B students ● All students remote learning; additional interventions and student supports ● Early dismissal ½ day - PLC Planning and PD
Math	Math	
PE	PE	
Lunch/Recess	Lunch/Recess	<p><u>Notes/Considerations</u></p> <ul style="list-style-type: none"> ● Best practices synchronous and asynchronous ● Music, Art, Band, Orchestra, Library ● Professional learning and Planning time ● Feedback ● ALL REMOTE? Follow the “remote” schedule from the A/B model
ELA	ELA	
Science/Social Studies	Science/Social Studies	
Intervention Block	Intervention Block	

A/B Blended Learning Schedule - Middle School

Monday and Thursday	Tuesday and Friday	Wednesday
<i>In Person-Blue Group</i> <i>Remote - Gold Group</i> <i>Remote Group</i>	<i>Remote - Blue Group</i> <i>In Person - Gold Group</i> <i>Remote Group</i>	Options
Follow bell schedule	Follow bell schedule	<ul style="list-style-type: none">● Rotational 3rd day for A and B students● All students remote learning; additional interventions and student supports● Early dismissal ½ day - PLC Planning and PD

Notes/Considerations

- Combination of best practices synchronous and asynchronous learning
- Length of time for each subject
- Exploratories
- Professional learning time and Planning time
- Feedback to students and families regarding progress
- **ALL REMOTE? Follow “remote” schedule from the A/B model**



Consistency and Accountability

- A/B model provides consistent weekly schedule for students
- Opportunities for synchronous & asynchronous learning on remote days
- Week “at-a-glance” schedule each Monday
- Assignments posted in advance
- Recorded instructional videos available in advance
- Regular SEL face-to-face experiences each week
- State Recommendation: 5 hours learning time - synchronous & asynchronous
- Regular feedback regarding learning progress both in-person and remote
- Common learning management system:
 - Seesaw - Kdg-2nd grade
 - Google Classroom - 3rd -6th grade
 - Google Classroom/Edmodo - 7th - 8th grade



Supporting “At-Risk” Students

- Training for parents
 - Technology software
 - Schedule expectations
 - Seesaw and Google Classroom
- Seesaw - Kdg-2nd grade: provides options for translation
- Extended Guided Reading and Math blocks (Elementary) - intervention groups
- Intervention Blocks (Elementary)
- Possible Wednesday “all or half remote” day - intensive interventions



Curriculum and Instruction - Essentials

- Focus on Essentials of Essentials
- Vertical Articulation - “unfinished learning” due to COVID closure
- Revised Learning Progressions - Prerequisite teaching connected to Essentials
- Interweaving - inclusion of Essentials across school year and interdisciplinary
- Adjustments to first trimester units of instruction - ongoing work in FY21
- SEL focus all year - social workers
- Important realities to remember:
 - Grade level standards prioritized
 - Blended environment slows instruction thus the focus on Essentials
- Must address gaps and provide interventions



Phase-In/Phase Out

Our goal is to safely reach full in-person instruction for students and staff. Our recommendation of the hybrid (A/B) schedule is designed as a phase-in approach.

We may need to phase out before we can phase in.