Presentation Overview

- Committee Purpose & Process
- Overview of Return to School Scenarios
  - Full In-Person Return
  - Hybrid
  - Virtual Learning
- Communications & Feedback Regarding Scenarios
- Superintendent Recommendation - Virtual Learning Return for 2020-21
Committee Structure

- 70+ Members
  - Students, Parents, Teachers, Support Staff, Other Community Members
- Focus on 7 domains
  - Physical Health/Safety, Social Emotional Well-being, in-person Learning, E-Learning, Extracurriculars, Transportation, Building Custodial/infrastructure
Committee Task

- Develop return to school scenarios based on guidance from:
  - Office of Governor Pritzker
  - Illinois State Board of Education
  - Illinois Department of Public Health
  - Lake County Health Department
Health & Safety Considerations Regarding Both In-Person Options

- Limit on gatherings of more than 50 in one location
- Symptoms screening prior to arriving in 109 facilities
- Requirement to wear face coverings
- Social distancing “to the greatest extent possible”
- Others covered in detail in document in board packet
SCENARIO #1 - Full Return to In-Person Learning

- Students return to school 5 days per week
- Class sizes remain similar to typical school year
- While social distancing is observed “to the greatest extent possible,” in the majority instances it is not achievable
- Changes to daily schedule to attempt to isolate classes/groups--though middle school has frequent transitions due to variety of course offerings
SCENARIO #1 - Full Return to In-Person Learning

PROS:
- Students have full time access to teachers
- Continuity and consistency of instruction
- Social emotional benefits, including student-teacher relationships & peer socialization

CONS:
- Highest risk of exposure to COVID-19
- Complexity of protocols (face coverings, social distancing, individualized materials) and ensuring students follow expectations
- Social emotional - psychological implications of atypical environments.
SCENARIO #2 - Hybrid Model

- Class sizes halved; students grouped by “A” and “B”
- Students attend virtually Monday; Group “A” attends Tuesday/Thursday, Group “B” Wednesday/Friday
- AM/PM & other models were considered
SCENARIO #2 - Hybrid Model

PROS:
- Added layer of safety since the population in schools and classrooms is halved.
- Blended model allows staff and students to establish relationships.
- Provides a sense of normalcy for students as compared to “all-in” VIRTUAL Learning.
- Contact tracing becomes easier because groups are smaller.

CONS:
- Burden of childcare for families.
- Lost instructional time.
- Lack of access to teacher on days not attending in-person.
- Contact tracing may become more complex.
SCENARIO #3 - Virtual Instruction

- Virtual instruction offered 5 days per week—combining synchronous (live) and asynchronous (On-demand) instruction
- Quality and length of curriculum improved over spring with many more synchronous opportunities for all grades
SCENARIO #3 - Virtual Instruction

**PROS:**
- Safety - this is the lowest risk environment.
- Continuity of instruction--predicted disruptions of the hybrid model and/or quarantine mitigated.
- The district is prepared to implement an improved Virtual Learning model based on experiences in the spring.

**CONS:**
- Burden on parents to find childcare and/or support children in the learning process.
- Data collection, including assessment and feedback, is more complex.
- Social emotional risks such as social isolation.
Communications/Community Engagement

- COVID-19 web page frequently updated
- Related news updates: IESA cancellation, Wilmot summer camp
- Community webinar: 500+ in attendance, over 200 questions answered
- FAQ posted on website using those questions; updated weekly
- Reopening email address: 215 emails answered, over 260 questions answered
- Frequent social media updates on Facebook & Twitter
  - Facebook: 7,679 people reached, 8,213 post engagements in last 28 days
- 46-page scenario document developed from subcommittee recommendations
Community Feedback

- 1st Parent Survey
  July 6-10
  1,858 responses
Community Feedback

- 2nd Parent Survey
  July 21-24
  2,567 responses

![Pie chart showing responses: Full in-person 46.2%, Hybrid 34.2%, Full virtual 19.5%]
Certified Staff Feedback

- July 21-23
  256 responses
  Approx. 90% of staff

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Support Staff Feedback

- July 21
  58 responses
  Approx. 87% of staff

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
109 Online: The Virtual Learning Model

IMPROVEMENTS FROM THE SPRING

- More Synchronous Instruction
- Teachers will be in classrooms to guide students
- Embedded student services supports
- Grading and Feedback
- Consistent Communication Platforms
- Curriculum revisions to ensure Spiraling of content from the spring
Students will follow a daily schedule for **109 Online** that closely resembles the typical school day.
Synchronous
Occurring at the same time, live instruction and learning (Zoom)

Asynchronous
Occurring at different times, recorded instruction and independent practice
109 Online: Elementary

Increased Synchronous Learning

Every Day:
Morning Meeting, Reading, Writing & Math

Once A Week:
Every elementary special (PE, Music, Art, and STEM) and a connection with the Library Information Specialist

Additional Opportunities:
1-1 assessment, small groups, and social-emotional learning.

WEEKLY SCHEDULE

This will arrive every Sunday evening via email.

This schedule will show when students will receive instruction via Zoom each day and when they will access instruction through the virtual learning platform.
# Sample Schedule for Grades K-2

**Kindergarten**

- 8:40-9:00: Schoolwide Announcements & Preview of the Day
- 9:00-9:20: Morning Meeting
- 9:20-9:40: Phonics
- 9:40-10:10: Reading Workshop
- 10:10-10:30: Recess and Snack
- 10:30-11:00: Writing Workshop
- 11:00-11:30: ELA
- 11:30-12:00: Lunch and Recess
- 12:00-12:30: Math
- 12:30-12:55: Dig-In/Number Talk (Zoom)
- 12:30-12:50: SEL
- 1:20-1:30: SEL
- 1:30-1:50: Science/SS
- 1:50-2:20: Video and Asynchronous Lesson
- 2:20-2:50: One Special will be provided daily via Zoom, while the other will be provided by video
- 2:50-3:30: Special #2

**1st Grade**

- 8:40-9:00: Schoolwide Announcements & Preview of the Day
- 9:00-9:20: Morning Meeting
- 9:20-9:40: Phonics
- 9:40-10:10: Reading Workshop
- 10:10-10:30: Recess and Snack
- 10:30-11:00: Writing Workshop
- 11:00-11:30: ELA
- 11:30-12:00: Lunch and Recess
- 12:00-12:55: Established by Teacher
- 12:30-12:50: SEL
- 1:20-1:50: Special #1
- 1:50-2:20: Special #2
- 2:20-3:20: Math
- 2:50-3:20: Science/SS

**2nd Grade**

- 8:40-9:00: Schoolwide Announcements & Preview of the Day
- 9:00-9:20: Morning Meeting
- 9:20-9:40: Phonics
- 9:40-10:10: Reading Workshop
- 10:10-10:30: Recess and Snack
- 10:30-11:00: Writing Workshop
- 11:00-11:30: ELA
- 11:30-12:00: Lunch and Recess
- 12:00-12:50: Established by Teacher
- 12:50-1:10: SEL
- 1:20-1:40: ELA
- 1:40-2:50: Math
- 2:50-3:20: Science/SS
Sample Schedules for Grades 3-5

<table>
<thead>
<tr>
<th>Time</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-9:00</td>
<td>Schoolwide Announcements &amp; Preview of the Day</td>
<td>Schoolwide Announcements &amp; Preview of the Day</td>
<td>Schoolwide Announcements &amp; Preview of the Day</td>
</tr>
<tr>
<td>9:00-9:20</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td></td>
</tr>
<tr>
<td>9:00-9:40</td>
<td>Whole-Class Zoom</td>
<td>Whole-Class Zoom</td>
<td></td>
</tr>
<tr>
<td>9:20-10:20</td>
<td>Math</td>
<td>Mini-Lesson Video &amp; Writing Small Group Zoom</td>
<td></td>
</tr>
<tr>
<td>10:25-10:55</td>
<td>One Special will be provided daily via Zoom, while</td>
<td>10:10-11:00 Math</td>
<td></td>
</tr>
<tr>
<td>10:55-11:25</td>
<td>the other will be provided by video</td>
<td>10:20-11:00 Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>11:55-12:20</td>
<td>Lunch &amp; Recess</td>
<td>11:00-11:25 SEL</td>
<td>Mini-Lesson Video &amp; Small Group Zoom</td>
</tr>
<tr>
<td>12:40-2:00</td>
<td>Reading Workshop</td>
<td>12:25-1:25 Lunch &amp; Recess</td>
<td>12:00-12:25 SEL</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Video and Asynchronous Lesson</td>
<td>1:30-2:40 Reading Workshop</td>
<td>1:30-2:10 Science/SS</td>
</tr>
<tr>
<td>2:30-2:40</td>
<td>SEL</td>
<td>Zoom Schedule Established by Teacher</td>
<td>Video and Asynchronous Lesson</td>
</tr>
<tr>
<td>2:40-3:20</td>
<td>Writing Workshop</td>
<td>Mini-Lesson Video &amp; Small Group Zoom</td>
<td></td>
</tr>
</tbody>
</table>

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
109 Online: Middle School

- Students will follow the normal bell schedule.
- They will sign into Zoom with their teacher for each class period.
- Attendance will be taken for each class.
- Teachers will host a full-length synchronous session to provide direct instruction, facilitate small groups, or support independent tasks.
District 109 is committed to ensuring that our students who receive support from our Student Services Department receive their individualized services, supports and accommodations.

- Focus on collaboration with families and continuity of support.
- Alignment with daily schedule.
Student Services Considerations

• **504 Plans**
  ○ Students will continue to receive the accommodations as outlined per their 504 plan. Prior to the first day of school, 504 plans will be reviewed by the staff working with each student and staff will contact families to discuss how to provide support in a remote learning environment.

• **MTSS Supports**
  ○ Interventionists will work with the school/classroom schedule, teachers, and families to host regularly scheduled synchronous sessions to continue the targeted work of tiered literacy and math interventions.
Student Services Considerations

A transition to in-person instruction will be prioritized for students (pre-K to 8) who receive special education services throughout the school day, per an Individualized Education Program (IEP), as well as for English Learners. Throughout the next few weeks our Student Services Department will work collaboratively with families to discuss a possible transition back to school for some in person instruction.

- **Special Education/Related Services**
  - Our Student Services Department will work with families to develop a remote learning plan that will address IEP goal areas, educational accommodations and supports, and special education/related services.

- **English Learners**
  - EL Teachers will work with staff and parents/guardians to schedule synchronous Zoom sessions according to grade level and English language proficiency levels. They will also continue to support differentiation and modifications as needed.
### 109 Online: Attendance

<table>
<thead>
<tr>
<th>PreK to Grade 5</th>
<th>Grades 6 to 8</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance will be taken during the morning meeting Zoom.</td>
<td>Attendance will be taken at the beginning of each class period.</td>
<td>If your child is sick or will be missing a day or portion of the day of learning, the school should be contacted per the usual attendance procedures. The school office or nursing staff will verify the reason for a student absence.</td>
</tr>
</tbody>
</table>
# 109 Online: Communication

<table>
<thead>
<tr>
<th>EARLY CHILDHOOD TO 2ND</th>
<th>Grades 3 to 5</th>
<th>GRADES 6 TO 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Weekly schedule via email with by Sunday evening</td>
<td>- Weekly schedule via email with by Sunday evening</td>
<td>- Weekly schedule sent by Monday Morning</td>
</tr>
<tr>
<td>- Seesaw will be the primary tools for everything else (links, videos, content, etc.)</td>
<td>- School Gmail available</td>
<td>- School Gmail available and grades posted in Skyward</td>
</tr>
<tr>
<td>- Google Classroom is primary tool for everything</td>
<td>- Google Classroom is primary tool for everything</td>
<td>- Google Classroom is primary tool for everything else</td>
</tr>
</tbody>
</table>
109 Online: Grading & Feedback

District 109 remains committed to reporting mastery of the standards (K-5) and letter grades (6-8) during the school year no matter the learning environment.

In order to assess learning in a virtual environment:

- Students will submit assignments and participate in scheduled classes.
- Teachers will provide feedback on individual submissions of work and during small group synchronous instruction.
- Seesaw or Google Classroom posts will receive digital response when appropriate.
- NWEA Map will be administered remotely in the fall. Dates are TBD and details will be forthcoming.
What can parents expect in the upcoming weeks if we start the year in a virtual environment?

- **THIS WEEK**
  - Board presentation and *109 Online* Superintendent Recommendation
  - Email to 109 Community with *109 Online* Handbook
  - Video from eLearning Subcommittee
  - Thursday, July 30th, 7:00 PM (VIA Zoom), Additional information for families of students with an IEP
● First PART of August (August 3rd-August 14th)
  ○ Building Principals will host a virtual student event to welcome students to the 2020 school year.

● First week of school (August 17th-19th)
  ○ A materials and device pick-up opportunity to support at-home learning.
  ○ A visual of the daily schedule will be provided for reference at home.
Recommendation

Our goal is to get back to full time in-person learning.

Here’s our short-term plan to move forward:

- Provide an Enhanced and Robust Virtual Learning Platform
  - 109 Online
  - Increased staff expectations
- Begin a Phased Hybrid Reopening Approach
  - Special education, English learners, and early childhood students would be back in school first
- Establish a Return to In-Person Learning Committee
  - Monitor and make recommendations for a continued phased reopening approach for additional groups of students
  - 1st update on September 21st at Board of Education meeting
- Continue to work with local agencies for additional child care options