



Oak Park Elementary School District 97

260 W. Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪ www.op97.org

TO: Members, Board of Education

FROM: Dr. Carol Kelley, Superintendent of Schools

SUBJECT: COVID-19 Transition Team Update

DATE: May 26, 2020

As we plan the 2020-21 school year, we find that crystal balls to predict where we will be in August are in short supply. However, District 97's determination, grit, creativity, and distributed leadership are not.

Oak Park Elementary School District's planning process for returning to school in SY21 is based on evidence-based practice, guidance provided by CDC recommendations, Hanover Research, and information provided by stakeholders through our transition planning team participation.

In framing our plan, additional resources were accessed by work groups, including:

- Returntoschoolroadmap.org
- [*Social Distancing in a Classroom?*](#)
- [**Scheduling for Learning, Not Convenience**](#)
- [Responding, Recovering, Reinventing](#)
- [AAP Guidance](#)
- [Framework for Reopening School](#)
- [Restarting School](#)
- [4 days at work; 10 days in lockdown](#)
- [Blueprint for Reopening Schools and Beyond](#) - EdWeek
- [Blueprint for Back to School - AEI](#)
- IETL/CoSN Membership Group - Over 100 districts in Illinois - Scheduled topic driven virtual sessions every other week and daily emails around this topic
- Weekly Technology articulation meetings with D90 & D200
- Various state guidance reports (Maryland, Indiana, Ohio)
- [Planning for Acceleration](#)

The purpose of the transition planning team is to plan and implement a safe, efficient, and equitable return to school.

We are doing so via five work teams:

- Safety Operations Protocol
- District Calendar & Schedule Options
- Learning Models
- Social Emotional/Wellness
- Financial Impact

Through team participation, a facilitator/leader for each topic cohort has single-point accountability to bring forward viable scenarios, include student, parent, and staff as part of a critical feedback loop, and articulate a vision in line with local community values and needs that will be broadly communicated with district stakeholders.

As you see in the attached presentation, the transition team's work charge was introduced through an invitation-to-participate document (click [here](#)) and a regular virtual meeting schedule was established by the teams.

Teams have been meeting virtually at least weekly for a month to co-create and co-design viable scenarios for return to a "new normal." The teams have each assessed where additional capacity and support may be needed to support our return to school in the Fall 2020.

The sub-groups are meeting weekly to plan a number of viable scenarios for opening school, including, but not limited to:

- **Returning to on-site learning as we have in the past.** This would require our region being in [Phase 5 of the Restore Illinois](#) plan.
- **Returning to on-site learning with adaptations.** This could include a staggered schedule, and would likely require a hybrid model of remote and in-person instruction. This scenario would also require protocols to ensure social distancing and prevent the spread of illness. This would require our region being in at least [Phase 4 of the Restore Illinois](#) plan.
- **Continuing remote learning.** We are already planning to utilize what we have learned this spring to improve our instruction moving forward. Our goal is to provide a positive, consistent and equitable experience for all of our students.

With all of these scenarios, we will consider the tremendous impact that COVID-19 has had on our students and will continue planning for the social-emotional support they may need in the coming months.

As a district, through the closure and upon return, we desire to:

- Meet students where they are academically, socially, emotionally, and behaviorally.

- Leverage learning skills students gained during time away from school.
- Focus on relevance via discovery, purpose driven learning, and teacher/student/class discourse.
- Permit perspective sharing, personalization of learning, and life-long skills in the context of continuous improvement for our system.
- Provide opportunities for additional parent/stakeholder participation and partnership in future education planning.

The teams maintain an agenda and minutes and document follow-up actions. Meeting agendas are facilitated, and teams seek to understand stakeholder expectations (teachers, administrators, parents) and review scenarios through an equity lens -- equitable access, opportunities, and participation by all.

This evening, each team has been invited to share their anticipated activities over the next few weeks and months. With approval from the BOE, the planning will continue over the summer. The unanticipated impact to the budget (for stipend pay of non 12-month employees) for this planning process will be approximately \$50,000.