



Second Quarter Announcement Remote+

October 15, 2020

Topics

- **Overview**
- **Equity at the Core**
- **Pre-K Enrollment and Students in Cluster Programs**
- **Plan for Second Quarter**
- **Ensuring Health and Safety at Schools**
- **Executing Health Protocols**
- **Ensuring Our Buildings are Safe**
- **Educator Update for Second Quarter**
- **A Day in the Life: In-person and Remote**
- **Social Emotional Supports for Students**
- **Upcoming Communications for School Communities and Principals**

Overview

- On August 5th, CPS announced that the 2020-21 CPS school year will begin remotely based on trends in public health data and survey results from parents which indicated that a large percentage of parents and guardians were not yet comfortable sending their children to school
- In order to provide a more stable and high-quality remote learning experience for students, the district enacted new requirements for learning that went beyond ISBE guidance, including ensuring every K-12 teacher and student engaged for the entirety of the school day, with students receiving real-time instruction every day



Topics

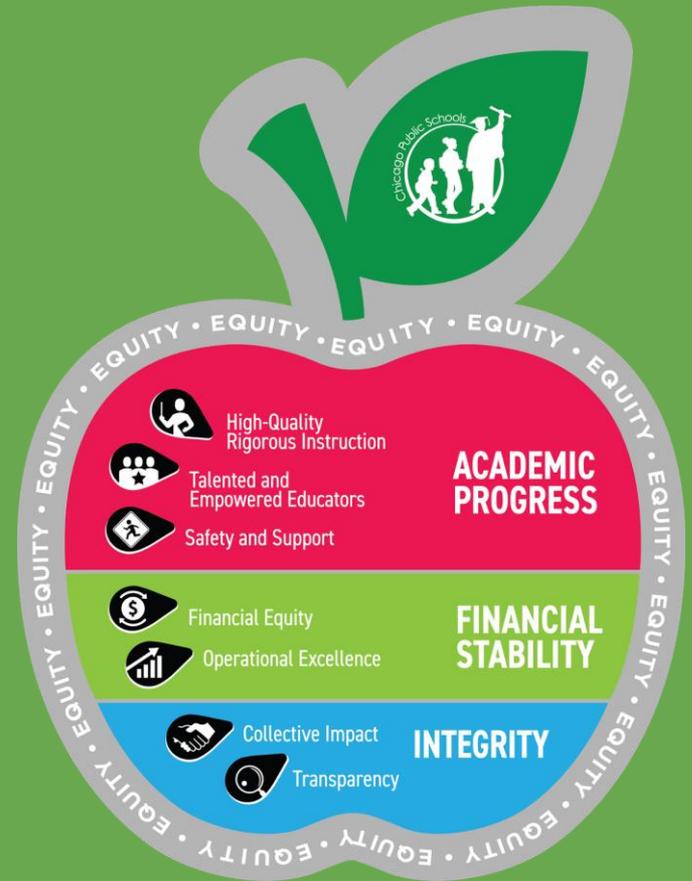
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Equity at the Core

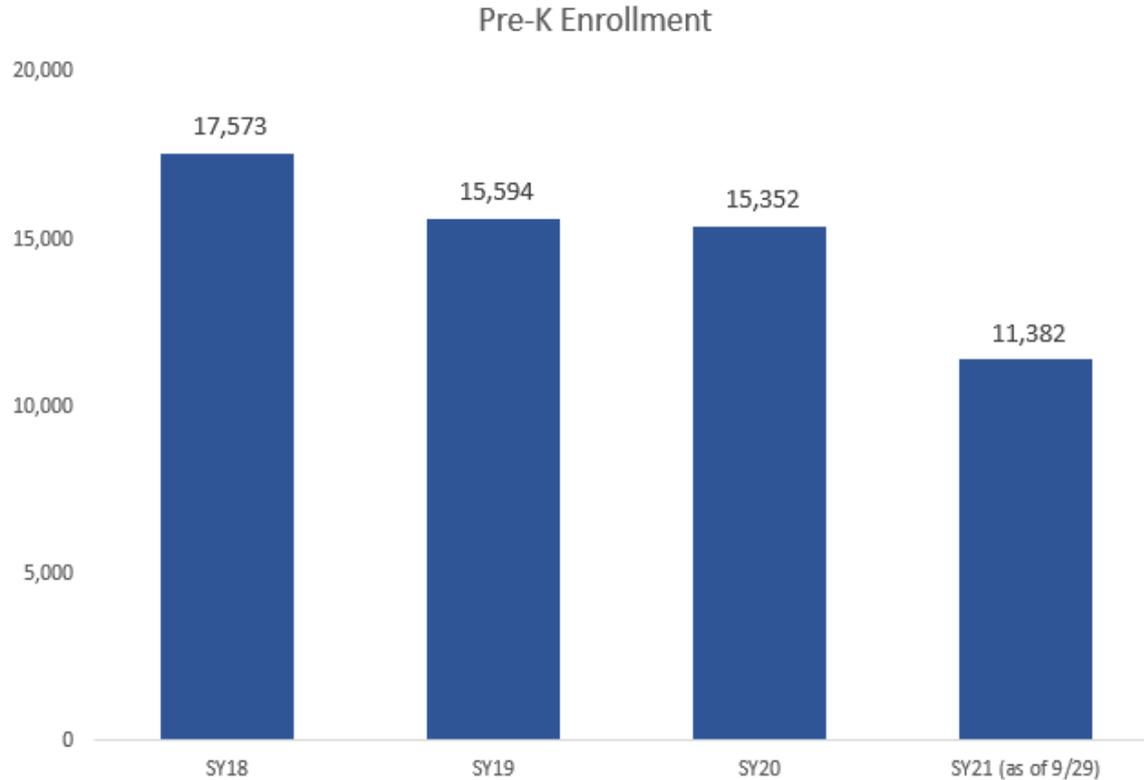
- Enrollment and attendance data and national findings that shows our youngest learners and students in cluster programs are not being served to the level they deserve by remote learning
- Students who are most in need of engagement are those least likely to be engaged right now
- Based on our data, students in Pre-K and cluster classrooms stand to gain the most from in-person instruction, and we will phase in additional grades at a later date to ensure the significant new operational processes needed to open schools
- The district will continue to scale up over time in a manner that effectively supports students



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Year Over Year Pre-K Enrollment

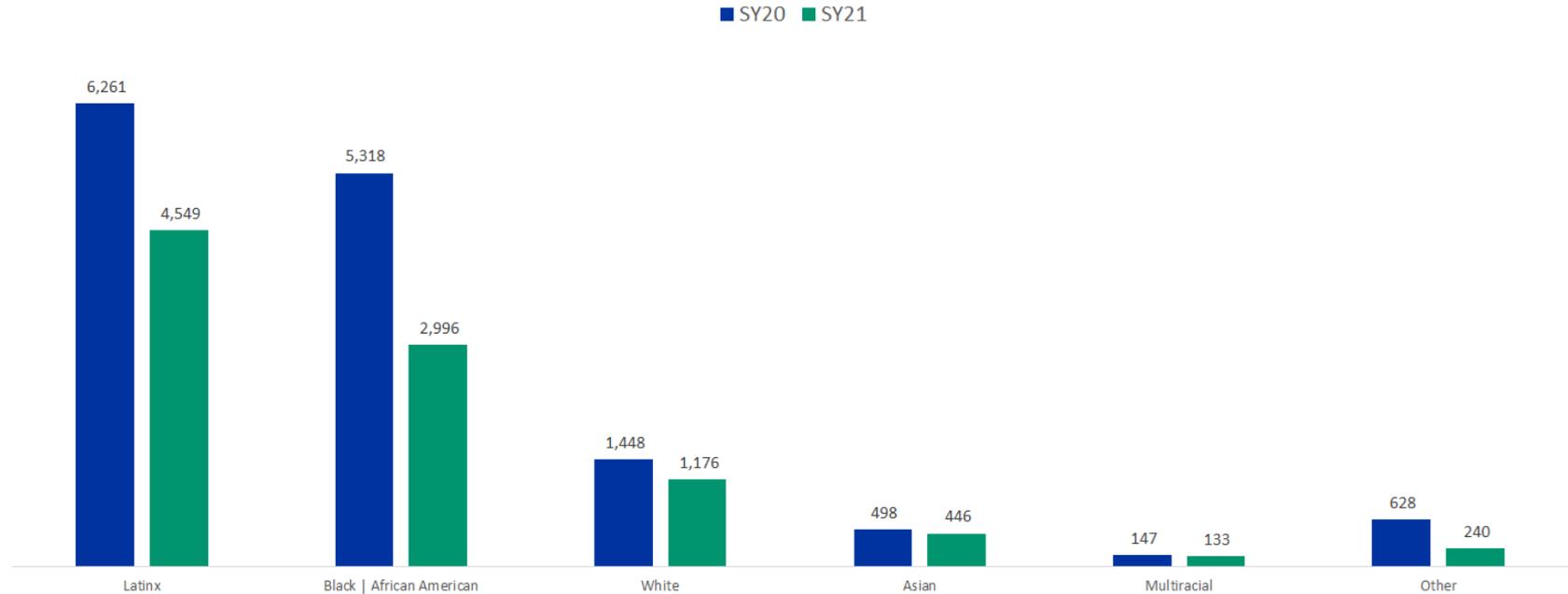


Consistent with national trends, enrollment is down significantly this year, but we've seen especially sharp decreases in enrollment in the early grades, specifically Pre-K and kindergarten, which accounts for 57% of the district's year-over-year enrollment loss. In total, Pre-K enrollment is down over 34% this year.

Note, SY18 - SY20 enrollment numbers are as of 20th day, whereas the SY21 numbers were as of day 16.

Year Over Year Pre-K Enrollment

The largest Pre-K student enrollment decreases are reflected in Students of Other Races (-61.8%), Latinx (-27.3%), and Black/African American (-43.7%) student populations



*Students of Other Races' include American Indian/Alaska Native, Hawaiian or Pacific Islander, and N/A.

Pre-K Parent Engagement

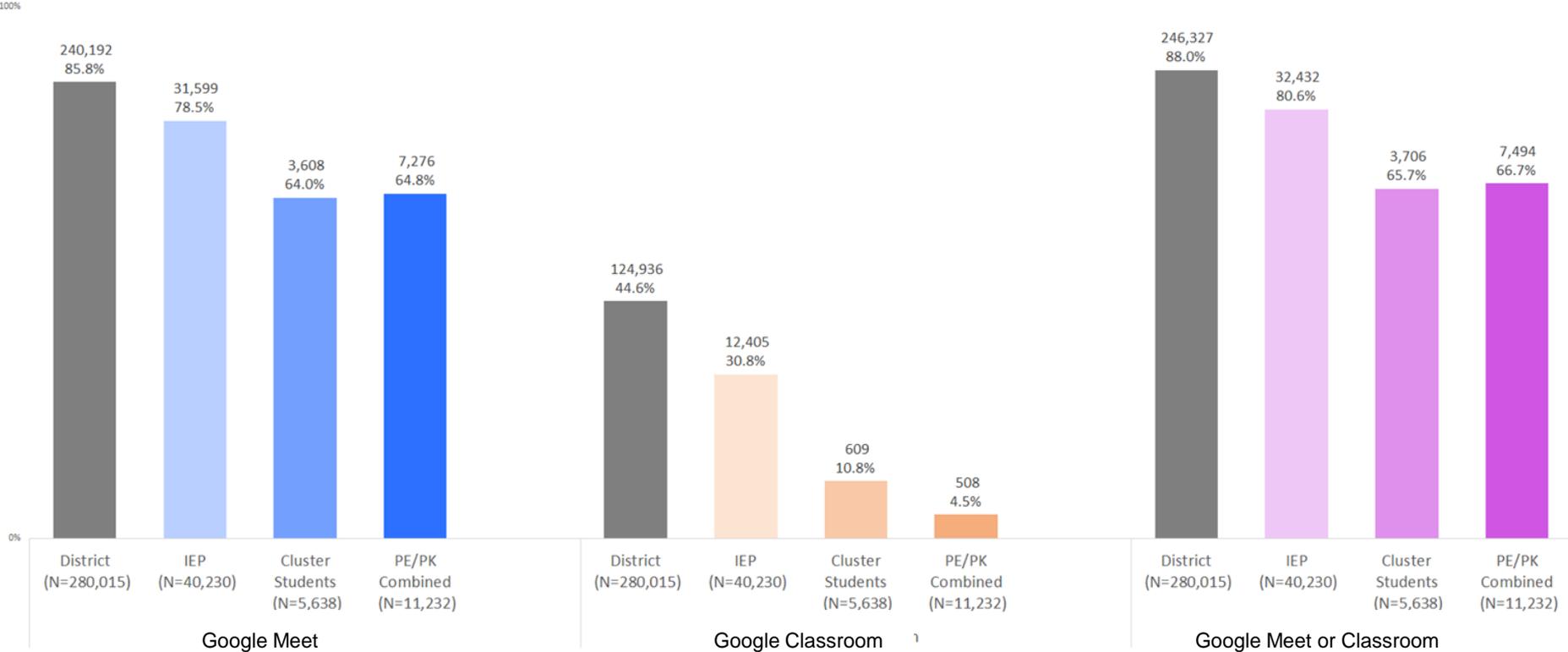
950+ calls made to Early Childhood Education families (730 Pre-K families). What we're learning:

- 503 respondents (60.7%) have not logged into Remote Learning
- 527 (63.7%) respondents would send their children to school in-person if it were an option



Google Activity is lower for Pre-K and Students in Cluster Programs

Google activity is more than 20% lower than district average for students in Pre-K and cluster classrooms



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Plan for Second Quarter

On October 16th, the District will introduce a pathway to in-person learning wherever feasible, beginning with the thousands of students in Pre-K and cluster classrooms who cannot receive the support they need and deserve under any form of remote learning. This included:

- Data highlighting the dire need to provide classroom instruction to our most vulnerable students
- The district's comprehensive health and safety plan



Plan for Second Quarter

Beginning next week, an intent form will be sent to all families with children in Pre-K or cluster programming seeking to understand their desire to return to in-person learning. Families will have until October 28 to complete the intent form

- The form will be sent to the primary contact listed in Aspen
- Families with children in Pre-K or cluster programs who choose to continue learning at home will not be able to choose in-person learning until the third quarter

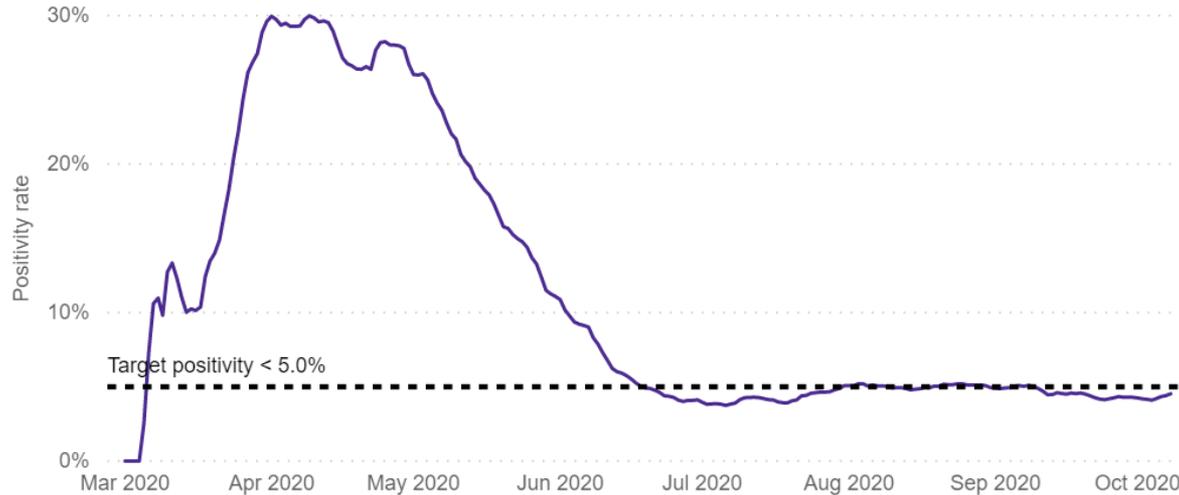
Schools are asked first to ensure Aspen has the most up-to-date contact information for each student and later, follow up with families who do not respond so that we have family preferences indicated in Aspen for as many as possible. Aspen-related guidance and support will be shared via a follow-up email to principals.



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COVID-19 Positivity Rate



In partnership with CDPH, the district will continue to monitor Chicago's COVID-19 Test Positivity Rate to ensure we remain below 5% for the seven day rolling average target in order to have students in-person.

Ensuring Health and Safety at Schools

The district has implemented the following public health measures to promote the health and safety of students, staff, and anyone who enters a school building:

Face Coverings: All staff and students are required to use at all times (exemptions covered in upcoming slide). The district will provide these to students and staff to supplement their personal CFCs

Pods: Group students and educators into stable pods or small class sizes to minimize exposure to other students, allow for social distancing in classrooms, and support contact tracing

Healthy Habits: Required daily health screener, temperature checks, and hand washing



Ensuring Health and Safety at Schools (cont.)

Additional Custodians: Hiring 400 additional custodians to ensure comprehensive cleaning protocols are completed every day in accordance with CDC and CDPH guidelines

Sanitizer and Soap: Placed hand sanitizer in all high-traffic areas and soap to support regular hand washing and sanitizing. The district has invested over \$3.5 million to secure over 50,000 hand sanitizer and soap dispensers

Disinfectant Wipes: Provided EPA approved disinfectant wipes for classrooms, offices and other high-touch areas to support our high-touch cleaning program. The district invested over \$2 million to purchase 86,000 containers of wipes



Ensuring Health and Safety at Schools (cont.)

Hospital-Grade Disinfectant Sprayers: Every CPS school has a hospital-grade mister spray unit that will evenly apply EPA-approved disinfectant for maximum disinfection

Community Notifications and Contact Tracing: Adopted consistent procedures and community notification protocols developed by the Chicago Department of Public Health to respond to any confirmed cases of COVID-19. A new contact tracing team will support the response to any confirmed cases. Schools should work with that team to ensure a response grounded in public health guidance

PPE: PPE including face shields, gowns, gloves and N95-level masks as needed based on job tasks

Sneeze Guards and Signage: Installed sneeze guards and other physical barriers to protect staff when visitors arrive, and posted signage throughout school facilities to emphasize new policies and procedures

Ventilation: Initiated a district-wide ventilation audit to ensure all classrooms are properly ventilated. Any room that isn't properly ventilated will be repaired or not used

Supplies: Where possible, limit the sharing of supplies. Shared supplies should be regularly cleaned and supplies that have been contaminated by student bodily fluids should be immediately disinfected

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Executing Health Protocols

Cloth Face Covering Exemptions: For students, ODLSS is working on a process that will allow students with certain medical conditions to apply for a mask exception per ISBE/IDPH guidance. The process will launch in ASPEN on 10/22

Staff will need to apply for an ADA accommodation through the Talent office

Care Rooms: Students showing or developing symptoms during the day are required to be taken to the Care Rooms. Each school will need to have at least two dedicated care rooms. Talent will be communicating to schools the options available for staffing these spaces

Symptomatic Students: If students are sick, they should stay home. Symptomatic students should be sent to the care room to wait to be picked up. They are allowed to return if there is documentation from a medical provider with an alternative diagnosis



Executing Health Protocols

COVID-19 Cases

- All cases should be reported to the Office of Student Health and Wellness by the individual
 - Reporting should not occur on behalf of someone else
 - Staff Email: talenthealth@cps.edu
 - Students and Stakeholders: contacttracing@cps.edu
- Upon reporting a case, the Contact Tracing team will investigate and determine next steps in collaboration with the Chicago Department of Public Health
- The Contact Tracing team will coordinate with the school in implementing public health guidance, including quarantine procedures



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Ensuring Our Buildings are Safe

- The comprehensive assessment of every ventilation system in every school building was completed on September 23, and the analysis and remediation efforts based on the results are currently underway
- In order to complete an additional comprehensive assessment of our Indoor Air Quality (IAQ) we engaged an external partner. This assessment is currently underway and scheduled to be completed by October 31
- In addition to conducting a review of all ventilation systems, CPS improved its preventative maintenance program and implemented new procedures to address ventilation
- Any room that is not properly ventilated will be repaired or not used



Ensuring Our Buildings are Safe

- As a result of these audits and inspections, CPS has taken the following steps:
 - Increasing airflow in buildings by utilizing natural ventilation when available and operating mechanical ventilation systems two hours before an occupant arrives in the building and two hours after everyone has left the building
 - Inclusion of American Society of Heating, Refrigerating and Air-Conditioning Engineers and the CDC recommendations, such as increasing the filter change frequency and increasing air filtration to as high as possible without significantly diminishing design



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Educator Update for Second Quarter

Only those teachers, paras and other staff who serve and support Pre-K and students in cluster programs will be required in-person. Other staff are able to work remotely, or from the school.

Pre-K and cluster staff will be asked to complete an **Intent to Return Form** by October 23. To ensure appropriate staff are contacted, principals are asked to validate the staff list and add any missing staff. Details are forthcoming via a follow-up email.

Staff who have high-risk medical conditions, and those with household members with high-risk conditions, will be prioritized for accommodations to the extent possible. Other requests will be considered afterwards.

More information on the accommodation process, Care Room staffing, and supplemental staffing is included in the Principal Handbook.



Educator Update for Second Quarter

In-person student learning requires in-person instruction, so teachers and paraprofessionals who serve Pre-K and cluster students will be expected to return in-person beginning November 9 (one week before students)

- Other staff will continue to work remotely

Pre-K and cluster staff are being sent an **Intent to Return Form** to complete by October 23. This is the place to indicate if an accommodation or leave are needed

- Priority will be given to staff who (1) have high-risk medical conditions, and (2) share a household with those who have high-risk conditions. Other requests will also be considered

Employees should check their CPS email frequently for updates on their requests



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A typical “day in the life” of a Pre-K student and student in a cluster program

A Day in the Life of a CPS Student Learning at School

Given the health and safety challenges associated with reopening school during a global pandemic, students, staff, and families must be prepared for school to look and feel different next year. Although these changes may feel difficult at first, we believe they are both prudent and necessary to support the safety of our students and staff. While these changes will impact the majority of our students, we also recognize the diverse medical needs of our students, and schools will work with our Office of Diverse Learner Supports and Services department to ensure all students are properly supported.

When students attend school for in-person instruction, this is what they can expect their day to look and feel like:



1

Getting ready for school

Students will complete their required sick screen protocol at home. Students will bring their clean **cloth face covering with them**.



2

Traveling on the school bus

Students wear **cloth face coverings** while on the school bus. School bus aides will wear appropriate PPE and offer students hand sanitizer prior to boarding the bus. Students will sit by themselves or only with their sibling and be spaced to ensure proper social distancing.



3

Arrival at school

Drop-off times may be staggered, and students will enter the school building through assigned entrances alongside their pods in order to ensure proper social distancing. Upon entering the school building students will have their temperatures checked and wash their hands or use hand sanitizer.

A typical “day in the life” of a Pre-K student and student in a cluster program



4

Entering the classroom

Students will go straight to their classrooms. Students **eat meals in their room**, and **stay with their pod for the full school day**.



5

Following classroom procedures

Classrooms will meet CPS standards for student safety: including use of **masks** (and PPE) and required **social distancing** in and outside of the classroom.



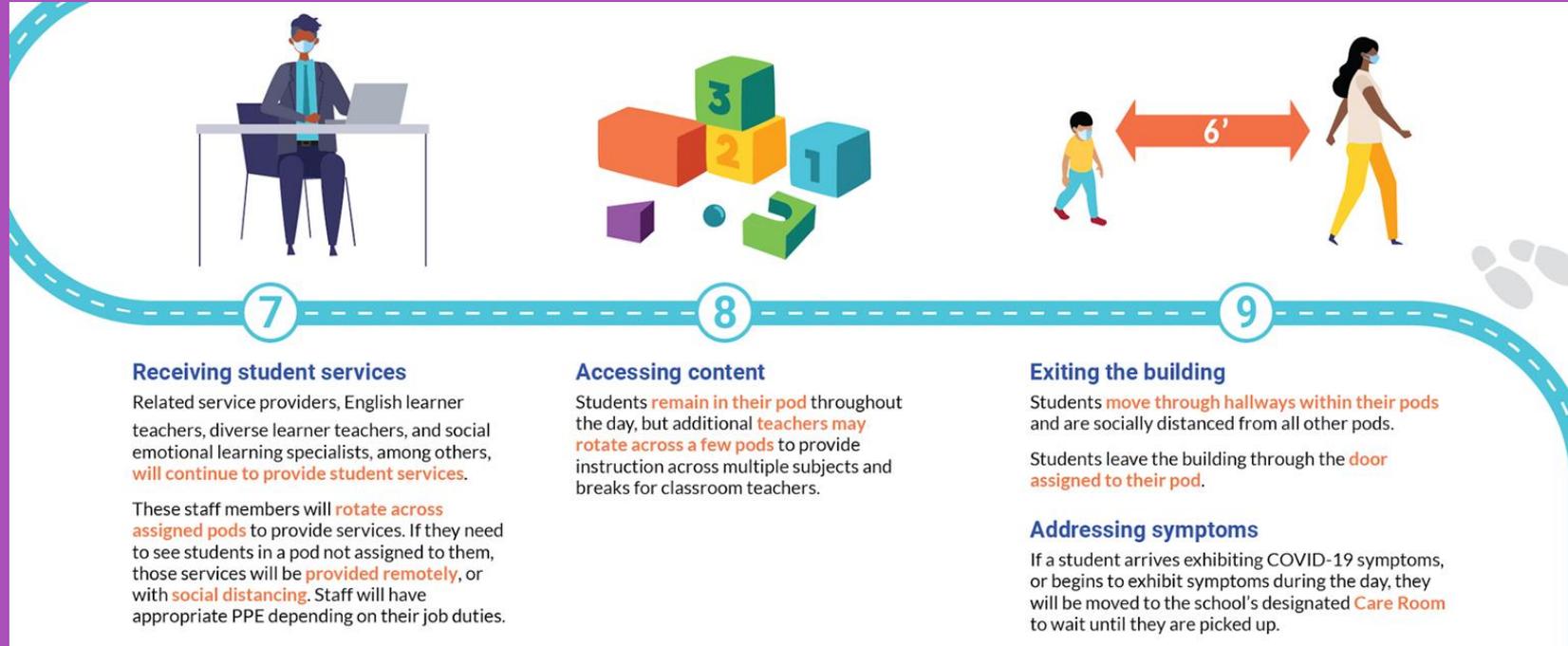
6

Taking restroom/lunch breaks

Pods will have designated bathrooms which will be cleaned frequently throughout the day. Students will need to **wash their hands** thoroughly and use **hand sanitizer** anytime they return to their classroom space.

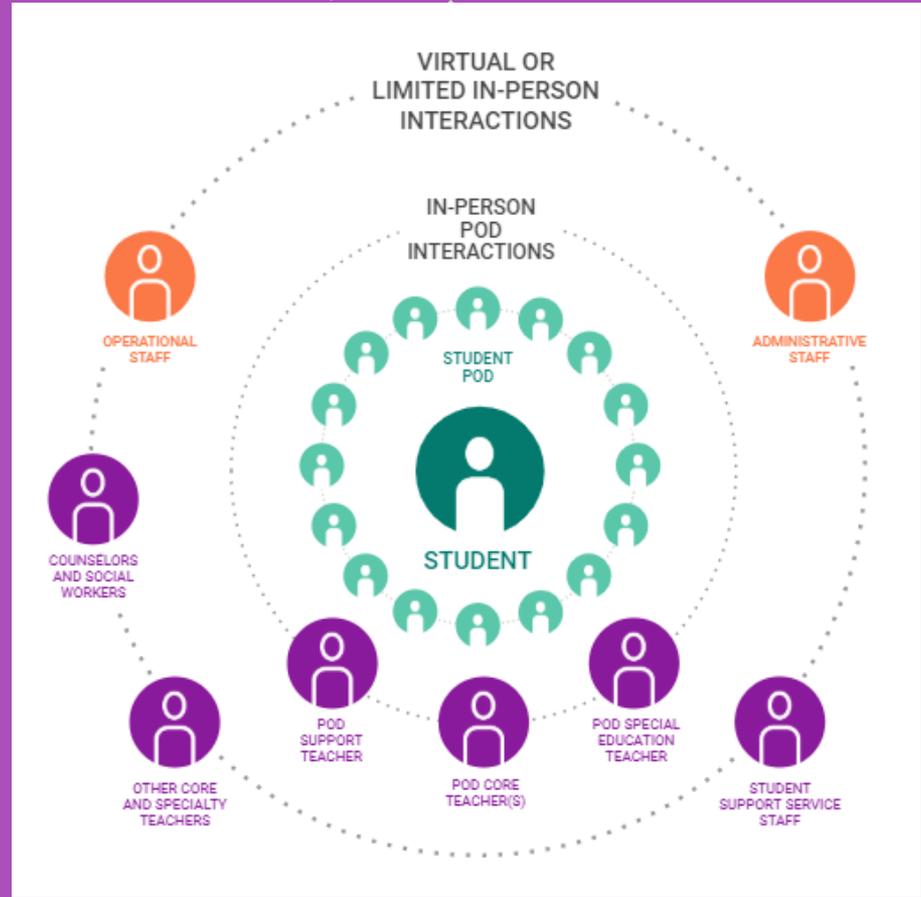
Students will **eat lunch in their classrooms**, or if space allows, eat lunch in the cafeteria on a staggered schedule. Lunchrooms will be **thoroughly cleaned and disinfected** between use.

A typical “day in the life” of a Pre-K student and student in a cluster program



Students in cluster programs will receive instruction in their homerooms which are considered pods.

For Pre-K students, class sizes have been reduced to 15. This same group will meet in-person each day which will limit in-person interactions.



Different student groups will follow different attendance models

Student Population	Attendance Model
Students in Pre-K Full day Programs	Learn-at-School
Students in Pre-K Half-day Programs	Learn-at-School
Students in Grades K-12	Remote
Students in Cluster Programs (all grade levels)	Learn-at-School

Students who opt out of in person instruction

- Students who do not choose to engage in learning in-person will receive daily live, synchronous instruction. Pre-K will receive a minimum of 60 minutes of live, synchronous, instruction per day and 90 minutes of asynchronous activities
- For students in cluster programs in all other grades, we will provide a minimum of 150 minutes of live, synchronous, instruction and 150 minutes of asynchronous instruction per day, per ISBE guidelines
- We will do this by utilizing a simultaneous teaching model, where teachers instruct the students who are in-person and also provide synchronous instruction to students who are at home. We will provide additional guidance to educators on how to plan for this new model of instruction



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Parents are Partners in Social & Emotional Learning

- Building community, teaching SEL skills, and sharing resources with families is key
- School will be a new experience for our youngest learners and students may take time to adjust. Some students may have feelings of separation, loss or anxiety in response to this, or other stressors in their lives and communities - now more so than ever. This is also true for caregivers! Creating a sense of belonging and connections to others are key to helping our littlest learners, and parents, feel secure
- The Offices of Social & Emotional Learning, Early Childhood Education, and Student Health & Wellness are working together to provide resources to schools and families to ensure that students, and families, feel welcome, safe and connected



The district will be providing additional social and emotional learning supports to students:

- The Office of Early Childhood will provide the Creative Curriculum and Beginning of Year Unit to engage Pre-K students in co-creating classroom environments and building relationships with one another
- OSEL will provide access to the Rainbows (grief), Silver Linings (community trauma) and SS GRIN (social skills) curricula to schools
- OSEL can provide schools using the Second Step curriculum with support to implement and connect this with families



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Upcoming Communications for School Communities and Principals

School Outreach Efforts

Next week, principals should host....

- staff meetings to inform them about the districts plans.
- virtual town hall meetings with the entire parent community to inform them about the districts plans.

The district will provide a community-facing version of this deck to assist with sharing relevant details with staff and the parent community.

Principal Follow-Up

Principals should look out for an email tomorrow with the details needed to follow-up on the information and action items referenced in this deck.



Thank you!