

SY20-21 Preliminary Reopening Framework

Presentation to the Chicago Board of Education

July 22, 2020

Dr. Janice K. Jackson

Chief Executive Officer

Shannon Heston

Director of Enterprise Transformation

FIVE-YEAR VISION 2019-2024



Our Vision

Success
starts
here.

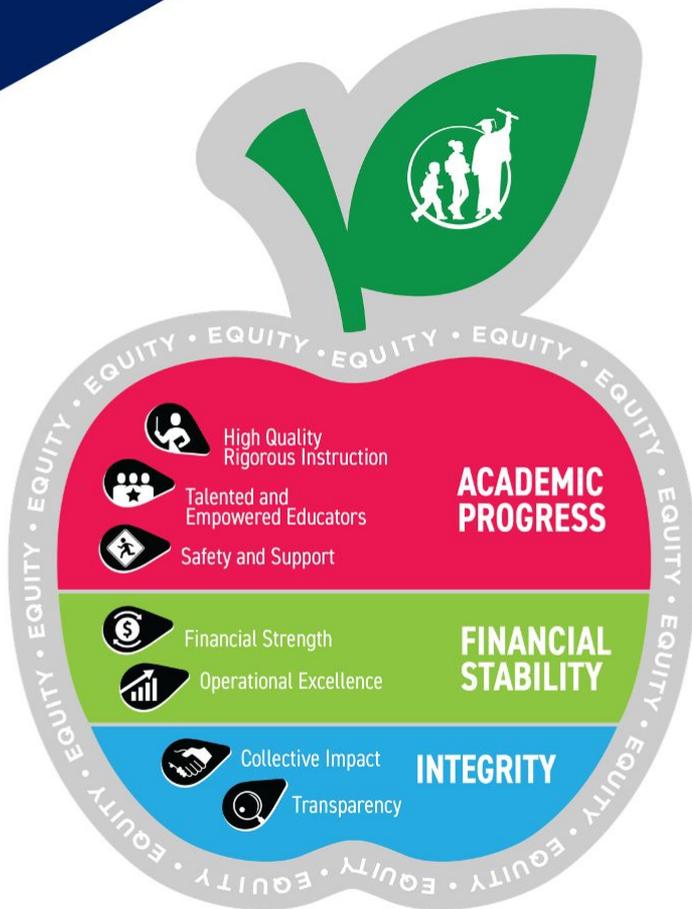
Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

Core Commitments

Financial Stability

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.



Academic Progress

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.

Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.

The voices of our students, families, and staff are central to our Preliminary Reopening Framework

- **Surveys**

- Remote Learning Survey to School Leaders and Educators
- Return-to-Work Survey
- Student and Family Surveys

- **Focus Groups**

- 21 family focus groups across the city, with an emphasis on engaging families on the south, west, and southwest sides, and parents of EL students and diverse learners
- Principal and Teacher Focus Groups

- **Task Force**

- Convened a group of over 100 district and school leaders

We are thankful to the over 54,000 CPS Families that responded to the survey!

What we heard:

From students:

- More live interaction and miss feeling connected to teachers and peers
- More opportunities for collaborative learning

From families:

- Increased health protocols including wearing of cloth face coverings
- Clear communication of student expectations
- Strong preference for shift schedules, because they lower student-teacher ratio
- They want to better understand our rationale for how decisions are made and spaces for public discussion and feedback

From staff:

- Concerned with PPE and cleaning
- Spacing as a concern
- Noted barriers during remote learning for students included access to stable internet, growing SEL needs, and other basic needs not being met, including housing and employment

We need your feedback

- On Friday, CPS issued a survey to gather input on the preliminary framework. To date, we have heard from:
 - **28,245 Parents**
 - **10,802 Staff**
 - **6,026 Students**
 - **3,993 Other**
- Please visit cps.edu/reopening2020 to review our preliminary framework and please to submit your feedback on the preliminary framework by July 31st.

Guiding Principles of the Reopening Framework

- The health and wellness of students and staff is our highest priority



Guiding Principles of the Reopening Framework

- All students have a high-quality learning experience



Guiding Principles of the Reopening Framework

- High-need students are supported



Guiding Principles of the Reopening Framework

- The needs of the whole child and staff are met



Guiding Principles of the Reopening Framework

- The evolving needs of the CPS community due to COVID-19 and racial injustice are addressed



Guiding Principles of the Reopening Framework

- Stakeholders are informed and know what to expect





LaTanya D. McDade

Chief Education Officer

We started by learning lessons from our SY19-20 remote learning model

Lessons Learned	Improvements Made
Moving all district managed schools to one platform to capture student engagement in remote learning	Ensure all students use Google Suite tools
Capturing student attendance and participation	Capture daily attendance in ASPEN

We started by learning lessons from our SY19-20 remote learning model

Lessons Learned	Improvements Made
Clear expectations for teacher engagement during remote learning	Increase monitoring by principals and district leaders
Empower teachers to implement remote learning best practices that are responsive to student needs	Increase live virtual instruction in remote learning model, student to student virtual instruction and observation of virtual instruction

	Learn-at-Home Full Time	Hybrid Model	Learn-at-School Full Time
What this means for students and educators	Students and staff participate in remote learning on all instructional days	In order to meet proper social distancing guidelines, a pod of approximately 15 students will alternate learning at home and at school. While at school, students will stay in their pods for all activities and will not interact with other pods. Educators will support specific pods to minimize interactions with the wider school community.	All students and staff attend in-person instruction daily
Benefits of this model	Lowest risk for COVID-19 transmission in the school community	Balances need for health and safety while allowing for in-person instruction	Most conducive to learning and provides social-emotional benefits for students
Challenges of this model	Presents challenges for learning, particularly for vulnerable student populations. While we are prepared to support students to learn at home, we believe it is critical to bring students back into their school communities based on feedback that we heard from the community and public health officials.	Creates logistical challenges for families, including access to digital devices, childcare for days when children are not in-person, or other learning considerations. However, we believe this model brings students back into their school communities in a safe and responsible manner.	Based on available science, health risks are greatest when more people are congregated, and this model does not mitigate this risk sufficiently. We do not have the space or workforce available to meet the social distancing requirements to bring all students back every day. In consultation with public health experts, we believe it is too risky to bring all students and staff back without social distancing at this time.

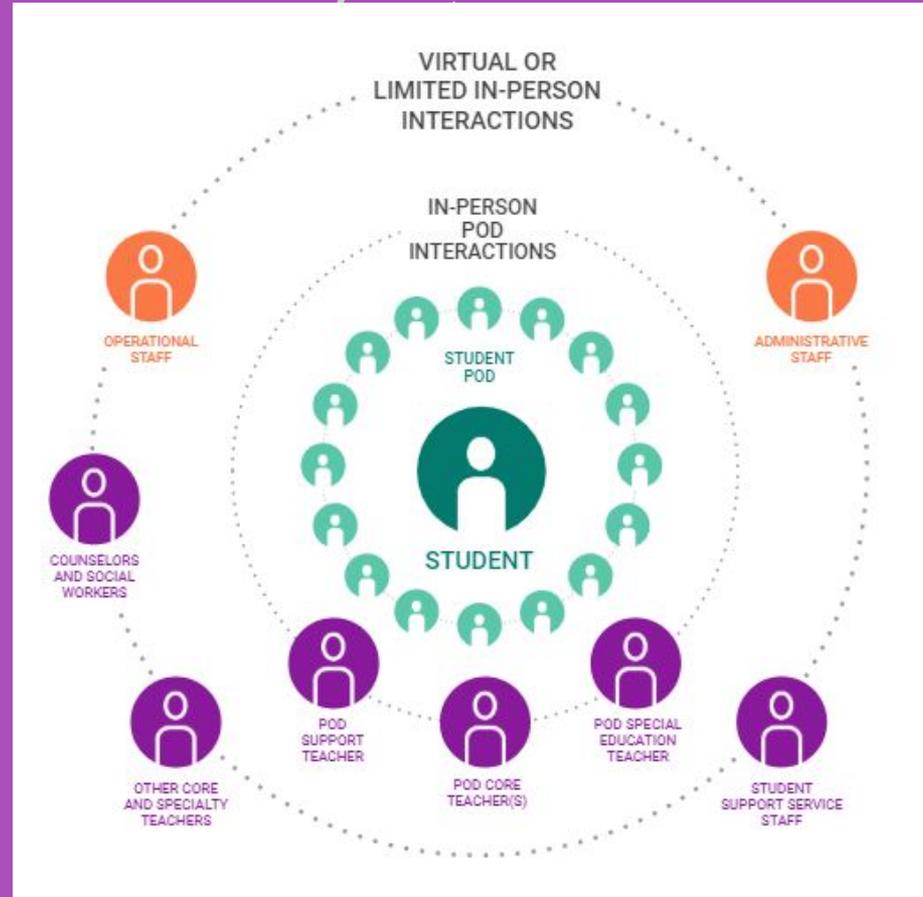
We considered several different instructional models for reopening

- Each model comes with its own benefits and challenges
- We will need to be flexible between models throughout the school year
- Public health and stakeholder feedback will determine our path forward

At this time, we are recommending a hybrid model for return to school in September

	Monday	Tuesday	Wednesday	Thursday	Friday
SHIFT A					
SHIFT B					

Students who are learning at school will be assigned to a Pod



A typical “day in the life” of a student will look different this year

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 wash their hands or use hand sanitizer.



4

Entering the classroom

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

A typical “day in the life” of a student will look different this year



5

Following classroom procedures

Students and teachers will wear masks at all times, and student-teacher close contact will be limited. Only a limited set of supplies may be shared, and hand sanitizer will be used as needed.



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 need to be thoroughly cleaned and disinfected between use.



7

Receiving student services

Related service providers, English learner teachers, diverse learner teachers, and social emotional learning specialists, among others, will continue to provide student services.

These staff members will rotate across assigned pods to provide services. If they need to see students in a pod not assigned to them, those services will be provided remotely, or with social distancing. Staff will have appropriate PPE depending on their job duties.

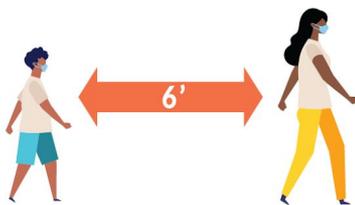
A typical “day in the life” of a student will look different this year



8

Accessing content

Students **remain in their pod** throughout the day, but additional **teachers may rotate across a few pods** to provide instruction across multiple subjects and breaks for classroom teachers.



9

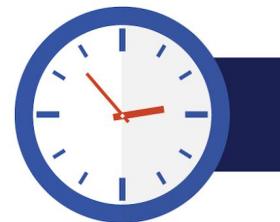
Exiting the building

Students **move through hallways within their pods** and are socially distanced from all other pods.

Students leave the building through the **door assigned to their pod**.

Addressing symptoms

If a student arrives exhibiting COVID-19 symptoms, or begins to exhibit symptoms during the day, they will be moved to the school's designated **Care Room** to wait until they are picked up.



10

Attending out-of-school time

Students can attend out-of-school time (OST) programming. Schools must either maintain classroom pods for OST programs, or form additional, fixed pods specifically for OST programs. Students participating in OST programs must maintain social distance to the extent feasible within their pods, and must either maintain six feet of distance from other OST pods at all times or remain in separate spaces from other pods. OST providers are encouraged to create **virtual adaptations** of programming wherever possible in order to minimize the need for additional pods.

Different student groups will follow different attendance models

Student Population	Attendance Model
Pre-K Full day Programs	Learn-at-School
Pre-K Half-day Programs	Learn-at-School
Students in Grades K-10	Hybrid
Students in Grades 11 and 12	Learn-at-Home
Cluster Program Students	Learn-at-School

Learning at home during the blended model will leverage learnings from the Spring

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

Based on guidance from ISBE, students learning at home will have a minimum of five hours of instruction or assigned work per day and attendance will be tracked. Teachers will design activities and assignments could include pre-recorded lessons, independent work to build skills, and accessing digital curriculum resources. Students will access assignments through Google Classroom as part of a wider transition to Google platforms. Additional details on new learning expectations and improvements will be provided in the final reopening framework.



We will also need to be prepared to return to fully remote learning

- Remote Learning is *different* from “Learning at home”
- During remote learning, students will participate in five hours of learning including live instruction with their teachers and classmates supplemented by digital curriculum resources, and independent work
- Students will access assignments through Google Classroom as part of a wider transition to Google platforms
- Additional details on new learning expectations and improvements will be provided in the final reopening framework

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

- Students may manifest feelings of loss, fear, anxiety, anger, and more in response to stressors in their lives and communities, now more so than ever. Students may express these feelings in different ways, through both internalizing and externalizing behaviors.



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

In order to support students in returning to school - whether in person or virtually, OSEL will be:

- Providing trainings for schools on strategies for re-building a sense of school community - whether in-school buildings or virtual classrooms - beginning in August
- Expanding our menu of mental health interventions and supports:
 - Introducing grief curriculum for small group interventions
 - Expanding small group trauma interventions such as CBITS, SPARCS, and Bounce Back
 - Introducing classroom based activities for managing stress and anxiety
 - Expanded partnerships with community agencies for referral or on-site services

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

- In addition, we will also be releasing Guidance on Supportive Discipline in Remote/Hybrid Learning - including guidance on how to respond to behaviors such as not wearing face masks, etc.



Dr. Kenneth Fox

Chief Health Officer

CPS will have strict health protocols in place to keep students and staff safe

CPS and CDPH have identified the following health protocols that all CPS schools must follow in order to mitigate the spread of COVID-19:

- Daily required symptom and risk screener
- On-site care room
- Required face coverings for everyone over the age of two
- Adopting a pod model to allow for social distancing and limit contact with other students and staff
- Consistent hand washing and sanitizing protocols
- Enhanced cleaning and disinfecting at all of our school sites



Additionally, we are supporting a broader city-wide health awareness campaign

In order to safely provide in-person instruction, strict health protocols must be followed not only in our schools, but across the city. We must remain vigilant in order to mitigate the spread of the virus. This means that all Chicagoans need to take the following precautions:

- Do not go to school or to work if you are feeling sick
- Continue to wear face coverings whenever you are out in public
- Maintain social distancing and limit your contact with others
- Wash your hands thoroughly and regularly with soap and water, or use hand sanitizer containing 60% alcohol if handwashing is not possible



A young child with dark hair, wearing a light-colored face mask, is looking down at a book or paper held in their hands. The child is wearing a dark-colored polo shirt. The background is a blurred grid pattern, possibly a window or a wall. The entire image has a green tint.

Arnie Rivera

Chief Operations Officer

Health and safety is a top priority

The district will continue to invest in PPE, cleaning supplies and more to ensure student and staff health:

- Purchased more than 1.2 million reusable cloth face coverings to provide to every student and staff member
- Installing 42,000 hand sanitizer dispensers
- Purchasing more than 40,000 containers of disinfectant wipes, 22,000 infrared thermometers, hospital-grade disinfectant sprayers, and additional PPE for specialty roles

We are also hiring nearly 400 additional custodians to help carry out stringent cleaning and sanitizing protocols every day in every school.



We need your feedback

Read the preliminary framework at cps.edu/reopening2020

Complete the survey at cps.edu/reopening2020survey

Attend virtual community meetings next week.

School Reopening 2020: Preliminary Framework



Community Meetings

Monday, July 27, 2020

English language: 9:00 a.m.–10:30 a.m.

Register at cpsreopeningconversation1.eventbrite.com

Tuesday, July 28, 2020

Spanish language: 4:00 p.m.–5:30 p.m.

Register at cpsreopeningconversation2.eventbrite.com

Wednesday, July 29, 2020

Spanish language: 9:00 a.m.–10:30 a.m.

Register at cpsreopeningconversation3.eventbrite.com

Thursday, July 30, 2020

English language: 4:00 p.m.–5:30 p.m.

Register at cpsreopeningconversation4.eventbrite.com

Friday, July 31, 2020

English language: 9:00 a.m.–10:30 a.m.

Register at cpsreopeningconversation5.eventbrite.com

For more information, visit cps.edu/reopening2020

