



Potential Plan for Second Quarter

October 28, 2020

Overview

Chief Education Officer
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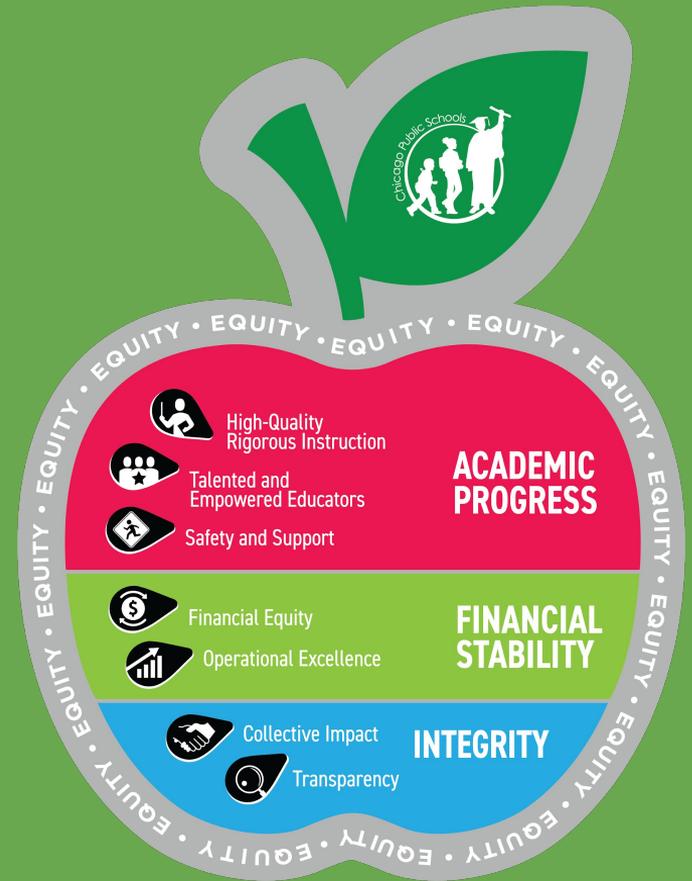
Key Definitions and Resources

- **Pre-K:** Preschool programs are for children ages three to four
- **Cluster Program:** Cluster programs are designed for students requiring a significantly modified curriculum with **moderate to intensive supports** in a separate classroom from general education peers for the majority of the day
- **Additional Resources:**
 - [Reopening 2020 Frequently Asked Questions](#)
 - [Health and Safety Protocols](#)
 - [General Health Guidance](#)

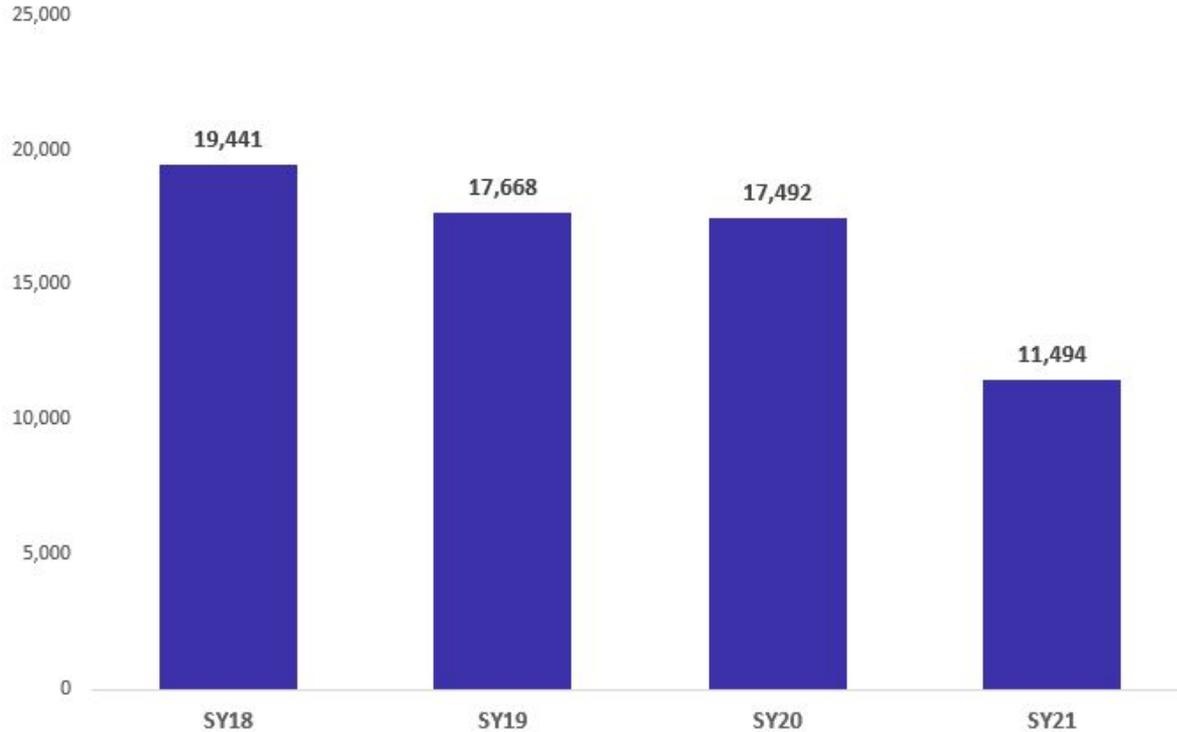


Equity at the Core

- 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
- Chicago Public Schools will continue to scale up over time in a manner that effectively supports students



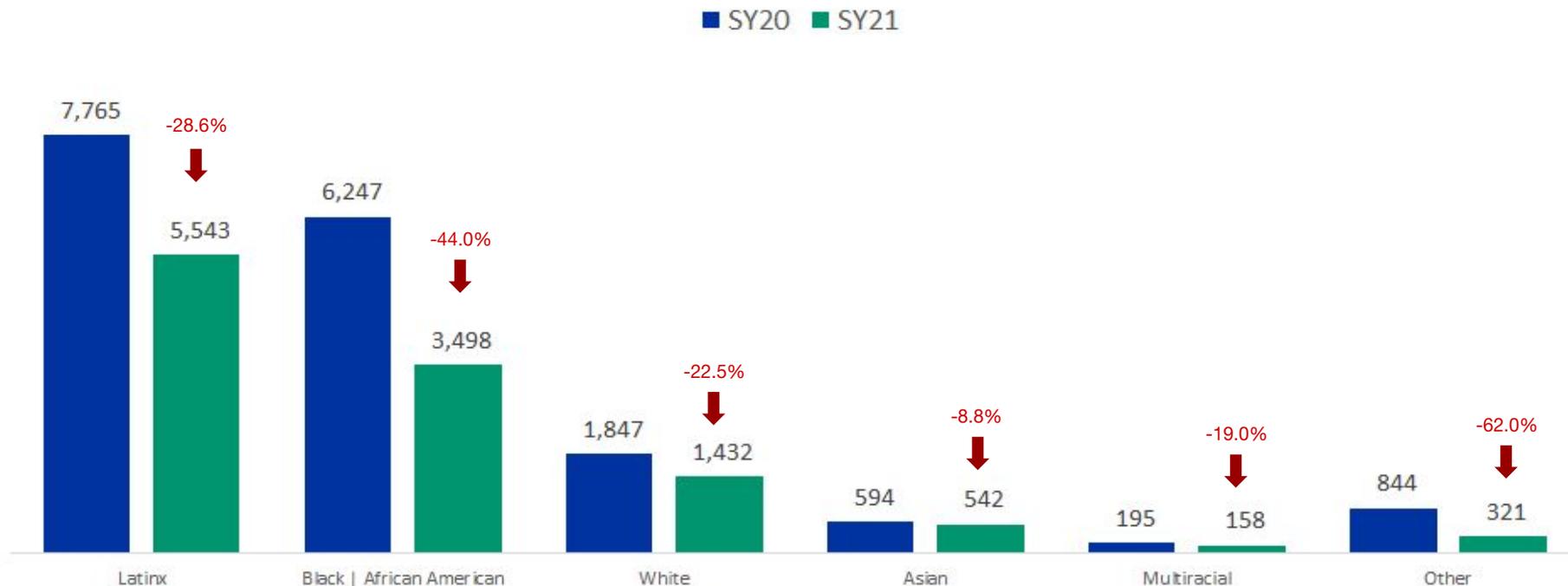
Year Over Year Pre-K Enrollment



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.

Year Over Year Pre-K Enrollment

The largest Pre-K student enrollment decreases are reflected in Students of Other Races (-62.0%), Latinx (-28.6%), and Black/African American (-44.0%) 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



Plan for Second Quarter

On October 16th, the District announced our goal to welcome back the thousands of students in Pre-K or moderate and intensive cluster classrooms who cannot receive the support they need and deserve under any form of remote learning. We also shared:

- 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

On October 21st, an intent form was sent to all families with children in Pre-K or moderate and intensive cluster programs 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 moderate or intensive cluster programs who choose to continue learning at home will not be able to choose in-person learning until the third quarter

Please be sure that the latest contact information is reflected in Aspen. If you have updated contact information please be sure to share that with your home school Principal and/or Assistant Principal.



Communications and Engagement

Parent town halls: 480 Meetings across 401 Schools

Meeting Topics:

- Data highlighting the urgent need to provide classroom instruction to our most vulnerable students
- The district's comprehensive Health and Safety Plan
- A Day in the Life: In-person and Remote
- Social Emotional Supports for Students

General Feedback:

- Appreciation for the emphasis on Pre-K and Cluster
- Anticipation of additional details on timeline and logistics
- Questions on availability of staff for In-Person learning



Communications and Engagement

CPS contacted pre-k families and families of students in cluster programs every day since October 26 regarding the potential to bring students back. Of **2,143 calls**, **826 live contacts** were made.

Three primary goals:

- **Inform:** Ensure families have access to the most up-to-date information
- **Consult:** Ensure district leadership hears directly from parents and resolve potential concerns
- **Involve:** Include parent concerns inform planning for virtual program offerings.

Tracking COVID-19 at CPS

CPS is sharing data about actionable COVID-19 cases to keep families, students, staff informed about how the pandemic is affecting the district and its community. This data set is updated on a weekly basis with information about cases, schools, and more.

Total Actionable Reported Cases

220

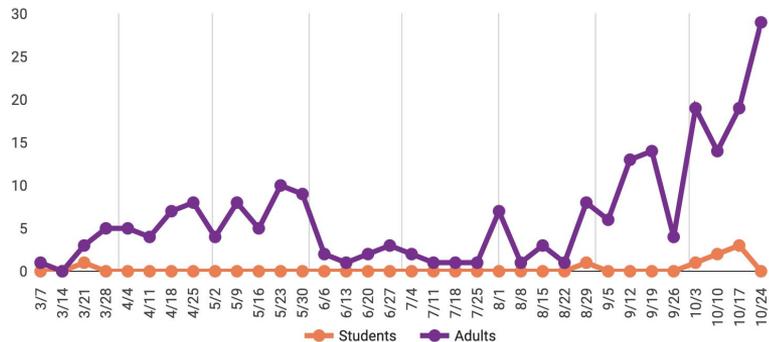
Adults

8

Students

[VIEW DATA](#)

Reported Actionable Cases by Week



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 cloth face coverings (CFCs). Pediatric CFCs will be provided to students below 3rd grade.

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 dispensers 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.)

Testing: To help prevent the spread of COVID-19, the district will ensure that any student or staff member who is symptomatic or a close contact of someone who tested positive has access to a free COVID-19 test

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

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 early November
- 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 (ASHRAE) and the CDC recommendations, such as increasing the filter change frequency and increasing air filtration to as high as possible without significantly diminishing design



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 one week prior to students returning

- Other staff will continue to work remotely

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

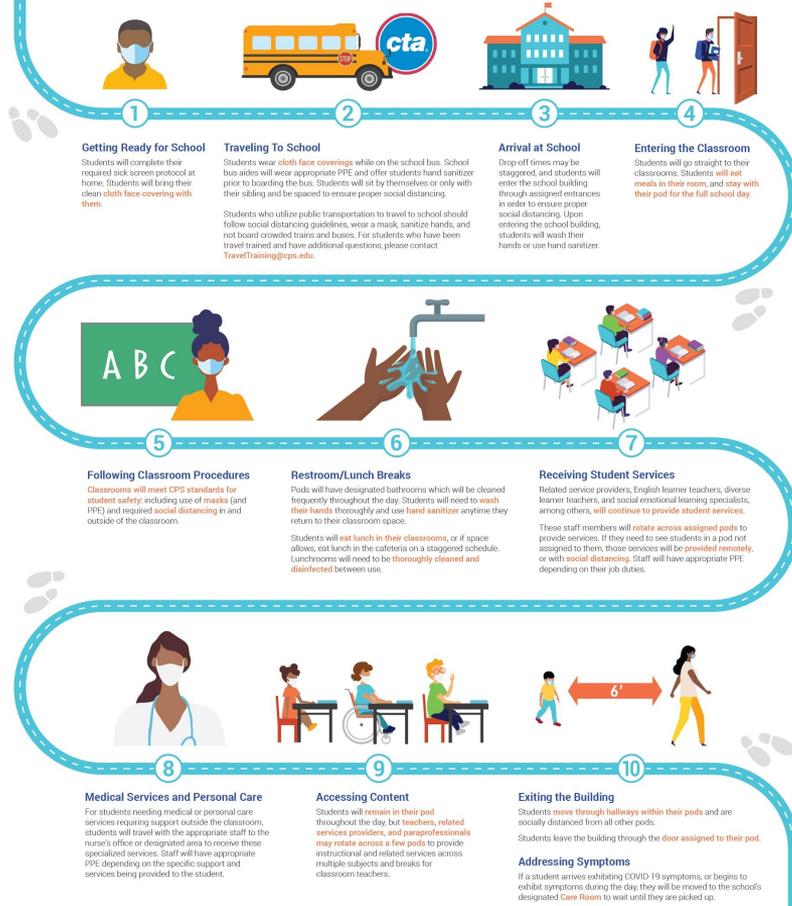
- Priority will be given to staff who (1) have high-risk medical conditions, and (2) share a household with those who have high-risk conditions. Other requests will also be considered



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. All efforts will be made for students in moderate and intensive cluster programs to have 5 in-person instructional days a week, and this is what they can expect their day to look and feel like:



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





Q&A



Thank you!