

# Reopening Updates

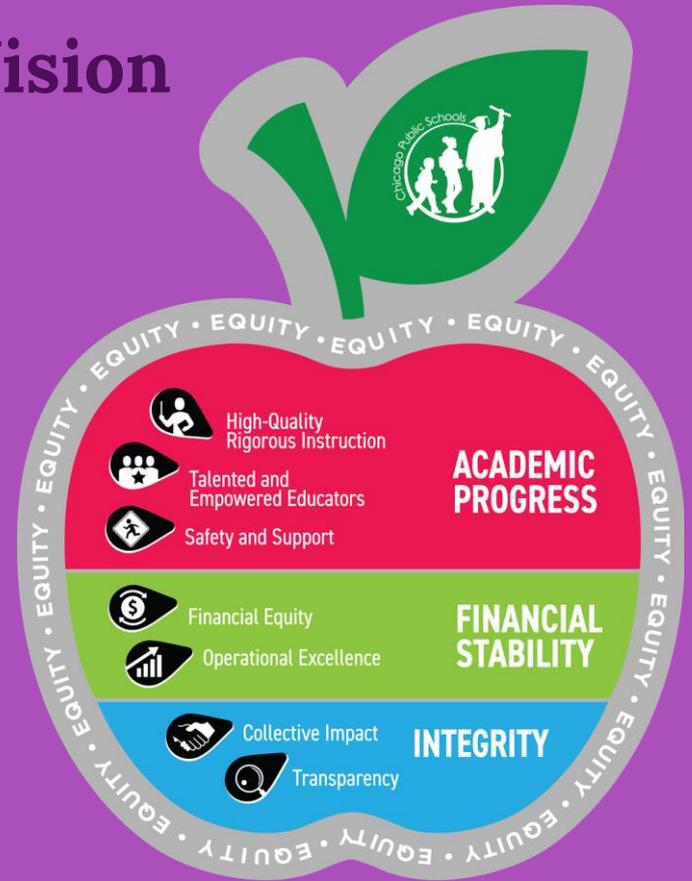
December 2020



# Reopening school is an issue of equity

# Grounded in Our Collective Vision

- Equity is a moral imperative, and the district is focused on equitably responding to the COVID-19 pandemic.
- Students enrolled in pre-k and moderate and intensive cluster programs are scheduled to return to in-person learning on January 11, 2021. Staff will come back on January 4.
- K-8 students are scheduled to return to in-person learning on February 1, 2021, and staff will come back on January 25.

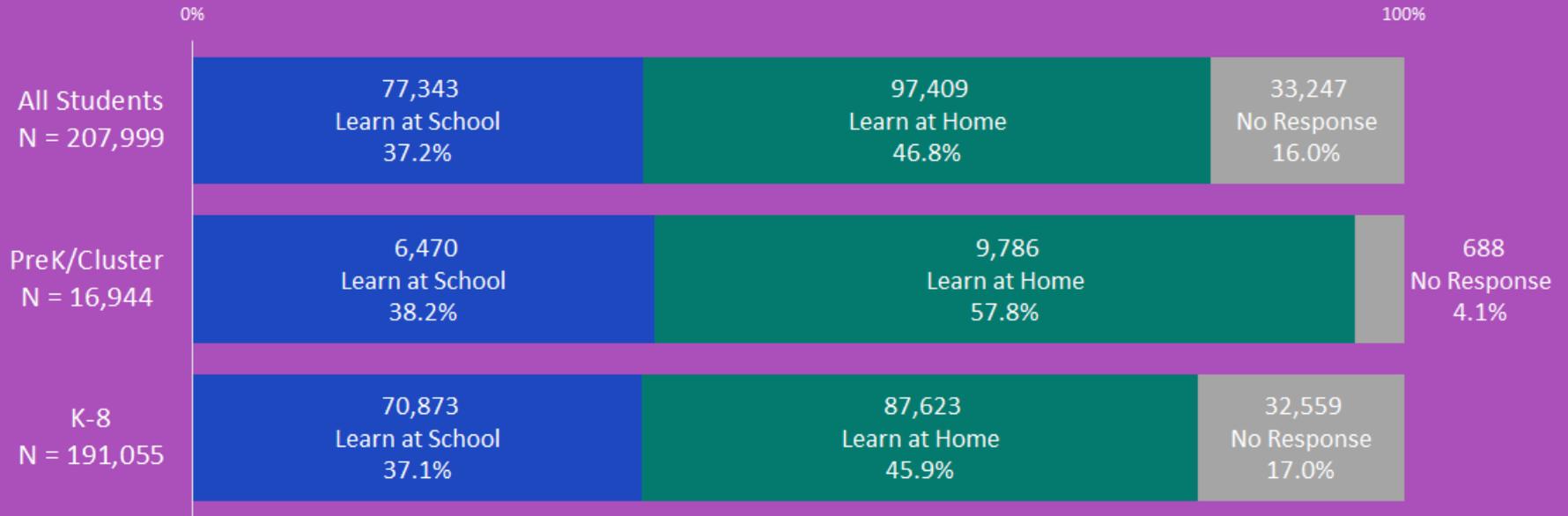


# Timeline for Returning to In-Person Learning

Week	Staff	Families
<b>December 18, 2020</b>		Final classroom assignments shared with families of students in pre-k and cluster programs on December 18
<b>January 4, 2021</b>	Pre-K and cluster program staff return	
<b>January 11, 2021</b>		Students in pre-k and cluster programs return
<b>January 18, 2021</b>		Final classroom assignments shared with families of students in K-8
<b>January 25, 2021</b>	K-8 staff return	
<b>February 1, 2021</b>		K-8 students return

# Learner Model Preferences

- More than 77,000 students intend to return to school when it reopens

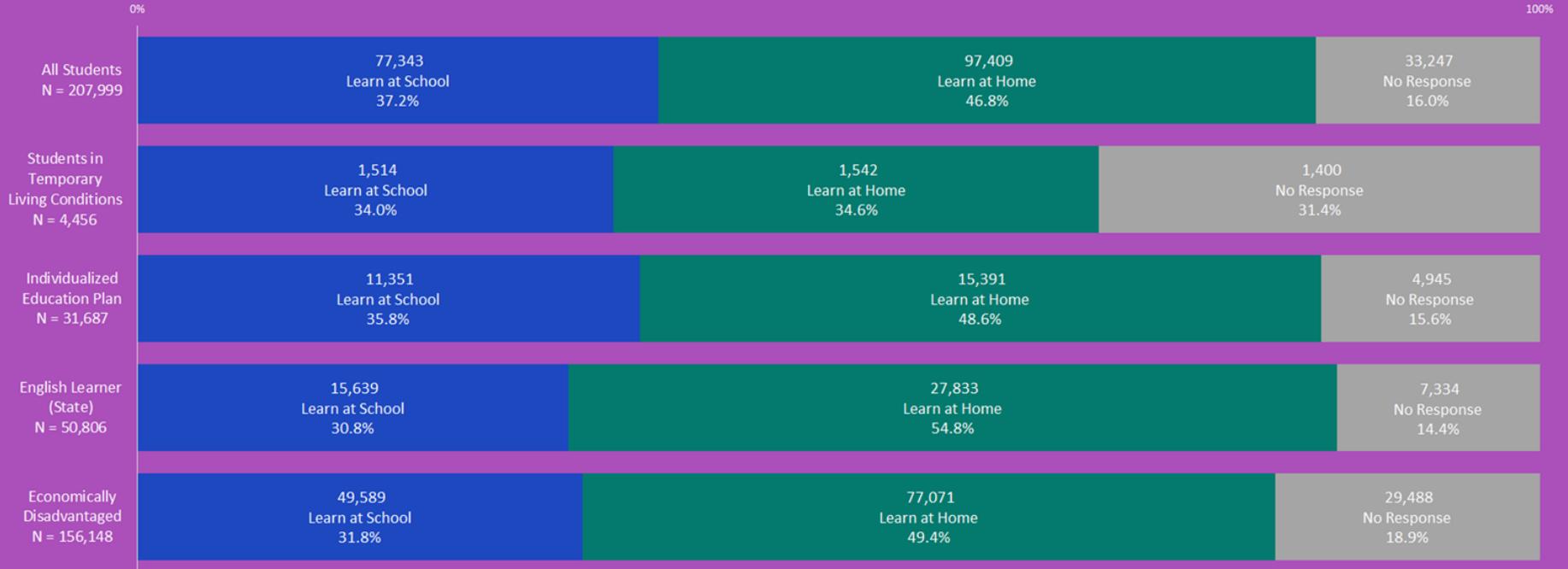


# Learner Model Preferences: Overall by Race/Ethnicity



**Of the PreK-8 families who have selected to Learn at School: 30% are Black, 39% are Latinx, 23% are white**

# Learner Model Preferences: Overall by Priority Groups



Reflects Learner Model Preference data for all active students at district-managed schools in both waves as of December 15, 2020.

# Stakeholder Engagement

FACE is launching a new series titled, “Ask the Expert” where internal and external subject matter experts will be leveraged to inform and engage with parents, caregivers, and the broader community. Sessions will run weekly on Thursdays from 4pm - 5pm and later published to FACE’s Youtube channel. Some upcoming sessions include:

- **December 17, 2020:** Dr. Sherly Chavarria, Chief of Teaching and Learning
  - **Topic:** Why is it important for students to learn in person?
- **January 7, 2021:** Bryan Stokes, Chief of Early Childhood
  - **Topic:** How has CPS prepared to bring back Pre-K students?
- **January 14, 2021:** Dr. Kenneth Fox, Chief Health Officer
  - **Topic:** Why is it safe to return to school?
- **January 21, 2021:** Clarence Carson, Chief of Facilities
  - **Topic:** What investments and procedures has CPS made to make our buildings safer?

## Ask The Expert



Family and Community Engagement

Join FACE weekly on Thursdays from 4pm-5pm for the Ask the Expert series. FACE will partner with CPS and external experts in fields related to health, facilities, ventilation, teaching and learning, and more. All sessions will be recorded and uploaded to the FACE YouTube channel.



**December 17, 2020 4pm - 5pm**

**Dr. Sherly Chavarria**

Chief of Teaching and Learning

**Topic:** Why is it important for students to learn in person?



**January 7, 2021 4pm - 5pm**

**Bryan Stokes**

Chief of Early Childhood Education

**Topic:** How has CPS prepared to bring back Pre-K students?



**January 14, 2021 4pm - 5pm**

**Dr. Kenneth Fox**

Chief Health Officer

**Topic:** Why is it safe to return to school?



**January 21, 2021 4pm - 5pm**

**Clarence Carson**

Chief of Facilities

**Topic:** What investments and procedures has CPS made to make our buildings safer?



# Schools will make a plan that works best for their communities.

Every school will make a reopening plan that adheres to the following tenets:

- We will follow the comprehensive health and safety protocols CPS developed in coordination with the Chicago Department of Public Health.
- We will provide families with a choice to receive in-person or at-home instruction.
- We will provide daily instruction to all students, at home or in person, in accordance with instructional time requirements.



# Schools will make a plan that works best for their communities.

Based on the results of family preferences, schools will create reopening plans that specify:

- Each student's learning preference: in-person or at-home
- Each teacher's classroom assignment
- Each student's classroom assignment
- Daily schedules for full-time in-person (Pre-K/Hybrid), hybrid, and online students



# Schools will make a plan that works best for their communities.

Each school will have flexibility in planning:

- Teacher assignments
- Student classroom assignments

Unfortunately, offering schools this option potentially means that schools may re-assign students to different homerooms and teachers in order to ensure all students receive instruction in their preferred learning environment.

Schools will share final classroom assignments with families of students in pre-k and cluster programs on December 18 and K-8 families on January 18.



# Grading and Attendance

Teachers will continue taking attendance at the beginning of each day for both children learning at home and at school. If your child is learning at home, their attendance will be taken at the start of real-time instruction.

Following guidance from the Illinois State Board of Education, our district is also continuing with our regular grading practices. All students should continue to complete all of their assignments.

# High School Reopening Task Force

- We have established the High School Reopening Task Force, which includes principals, network chiefs, network deputies, and network operations managers, to guide our planning for safely reopening high schools.
- The Task Force will collect feedback and ideas from key stakeholders on how to best support principals, teachers, and students when high schools reopen, especially in the following areas:

Models for in-person learning	Scheduling	Workforce Planning
Safety	Mental/social-emotional wellness	Out of school time programs
Technology	Athletics	Instructional Supports



# Office of Diverse Learner Supports and Services and Remote Learning

# Diverse Learners: Instructional Reopening

## Guidance

Essential Elements of the Day	Instructional Suggestions
<b>Classroom Meeting</b>	Teachers are expected to set routines, develop shared methods of communication that do not rely solely on verbal or facial expressions, and incorporate activities from remote learning to ensure consistency for students.
<b>Small Group Time/Centers</b>	Use social stories to guide student learning and understanding of new expectations, such as social distancing. Social stories should focus on social-emotional learning and be data-driven to group students based on skill levels. Teachers and paraprofessionals will differentiate instruction for both students in-person and those engaged in at-home learning.
<b>Movement or Sensory Breaks</b>	Teachers will be expected to role model expectations for breaks, and students may need visual supports to enhance their understanding of spacing from peers during this time. It is expected that teachers and paraprofessionals will provide these services in a manner that follows safety guidelines.
<b>Whole Group Instruction</b>	Teachers will be asked to consider classroom environment changes to support interactions between in-person and remote students, and develop a plan with paraprofessionals to ensure that individual student academic and social-emotional needs are being met per the IEP.

# Diverse Learners: Development of Remote Learning Plans

- The remote learning plan should be written to support the necessary accommodation(s) needed for student success during remote learning.
- Goals developed within the IEP auto-populate to the remote learning plan if selected for ease of use.
- Remote Learning Plans are currently embedded within the IEP. This helps teams complete the student's IEP and remote learning plan within one meeting.
- ODLSS is partnering with ONS to utilize a dashboard that will give schools a view into the status of their Remote Learning Plans



# Diverse Learners: Parent Feedback and Outreach

In order to increase visibility and further develop parent and community relationships, ODLSS has:

- Created a Website Form (Feedback/Request Support)
  - Language updates on main page
- Hosted two sessions for parents and community
  - *“Conversation with Dr. Jones” sessions on 11/17 & 11/19*
  - *Q&A with Parent Questions*
- Hosted a session for parents in collaboration with the Office of Early Childhood on 12/3
- Participated in Community Action Council (CAC) Chair Meeting on 11/2
- Participated in CAC Meetings on 11/10, 11/17, and 11/23, 12/14 and scheduled for 12/17

## Office of Diverse Learner Supports and Services

773-553-1800  
773-553-1801 (Fax)  
ODLSS@CPS.edu

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42 W. Madison St.  
Chicago, IL 60602

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### Have Questions?

Complete and submit our form to provide feedback or request assistance and support for your child on special education topics such as remote learning.

# Diverse Learners: Parent Feedback Trends and ODLSS Response

Concern/Feedback	Addressed By
Parents' ability to provide signature on required IEP documents.	Provided docuSign for parents to provide digital signature.
Delay in reaching ODLSS team members when calling the main office number.	Voicemail is now digitized and transfers into audio file, which are emailed to staff.
Unable to reach Parent Involvement Specialists easily for support and feedback.	Created Parent Helpline (773-553-1840) that can be accessed at any time and is digitized.
Parents don't have a simple document to help with the understanding of the Remote Learning Plan.	One page simplified document on Remote Learning Plans created specifically for parents.
Parents would like to hear directly from ODLSS leadership on questions regarding return to in person for Pre-K and cluster programs.	Two sessions, " <i>Conversation with Dr. Jones</i> " on 11/17 & 11/19 and one combined session with OECE on 12/3.



# District's actions and commitments to safety

# Global Picture: What We Know Now

## At peak of 1st COVID-19 Wave:

- 90% of kids across globe were out of school (1.5B); 463 million had no access to remote learning

## Nov 2020:

- Since then, approximately 830 million students are back in school. For the other 670 million students, schools are still closed (including 341K CPS students)

## Averting a lost COVID generation

A six-point plan to respond, recover and reimagine a post-pandemic world for every child



WORLD  
CHILDREN'S  
DAY 20 NOVEMBER  
unicef 

# UNICEF (Nov 2020): What We Know Now

- Children and schools are NOT the main drivers of the epidemic in communities across the globe
- Scientific evidence from 191 countries shows that net benefits of keeping schools open outweigh the costs of closing them.

*“There is no consistent association between school reopening status and COVID-19 infection rates in communities.”*

# Nation & City: What We Know Now

- Data and experience from other US school districts show that schools and daycare centers can operate safely when health protocols are followed
- Schools that have been open have not been major centers of viral transmission, especially among students, when health protocols are followed
- Given this evidence and the importance of schools and daycare centers for healthy child development, Chicago's stay-at-home advisory allows schools and daycares to remain open

*Mitigation strategies work in schools and daycares.*

## ***Schoolchildren Seem Unlikely to Fuel Coronavirus Surges, Scientists Say***

Researchers once feared that school reopenings might spread the virus through communities. But so far there is little evidence that it's happening.



## **Lessons From Europe, Where Cases Are Rising But Schools Are Open**

November 13, 2020 - 7:00 AM ET

ANYA KAMENETZ



# Contact Tracing

When someone SELF-REPORTS a positive COVID-19 test to the district, they will be interviewed promptly by a member of the Contact Tracing Team (Office of Student Health and Wellness). The Contact Tracing Team quickly notifies all direct contacts of the COVID-19 positive person that they must quarantine, and prepares other health communications. If there is a positive COVID-19 case within a pod, ALL members of that pod will be notified and guided to quarantine.

Contact tracing is extremely important, so any student, staff, or visitor who tests positive for COVID-19 should promptly report to [cps.edu/covidresults](https://cps.edu/covidresults).

- Families can reach out to [contacttracing@cps.edu](mailto:contacttracing@cps.edu) with questions.
- The district will not act on second party reports, speculation, rumors, or anything other than information from self reporters who consent to share their confidential, legally-protected health information

To ensure public awareness, the district is tracking confirmed COVID cases at [cps.edu/reopening2020](https://cps.edu/reopening2020).

# New COVID-19 testing protocols are being developed

- People with symptoms or who are direct contacts of a known COVID case will be referred to primary care providers or to health systems partners for testing.
- Surveillance testing of asymptomatic CPS staff will occur at regularly scheduled intervals when the district opens to in-person instructional model.



# Ensuring Health and Safety at Schools

- **HEPA Air Purifiers:** To date, the district has distributed 1,959 HEPA air purifier units to schools for occupied spaces, such as the main office and Learning Hub classrooms. Additional units will be distributed.
- **Additional Staff:** To assist with each school's enhanced cleaning and disinfecting program, CPS will hire 400 new custodians as we ramp up reopening.





# Shared Actions and Commitments to Safety

# Completing the Daily CPS Health Screener

- Health screening reduces COVID-19 exposure risks in CPS sites.
- To protect staff, students, and communities, everyone must complete a daily health risk and symptom screener to reduce COVID-19 risks before entering a school/site.
- Two ways to access the health screener:
  - Email/Text Message: Sign up through your child's school.
  - Online Form: [cps.edu/healthscreener](https://cps.edu/healthscreener)



## Welcome to the CPS Health Screener

We need to ask you a few quick questions to see if it's safe for you to enter a CPS building today.

Please be aware that you are entering health information into this screener, which will be confidentially stored and managed according to state and federal laws.

Begin →

# Reporting Positive COVID-19 Cases

Parents and families should report positive COVID-19 cases promptly to [cps.edu/covidresults](https://cps.edu/covidresults)

- Families can reach out to [contacttracing@cps.edu](mailto:contacttracing@cps.edu) with questions
- The district will not act on second party reports, speculation, rumors, or anything other than self reporters who consent to share their confidential, legally-protected health information

To ensure public awareness, the district is tracking confirmed COVID cases at [cps.edu/reopening2020](https://cps.edu/reopening2020).



# Remembering Your Child's Cloth Face Covering (CFC)

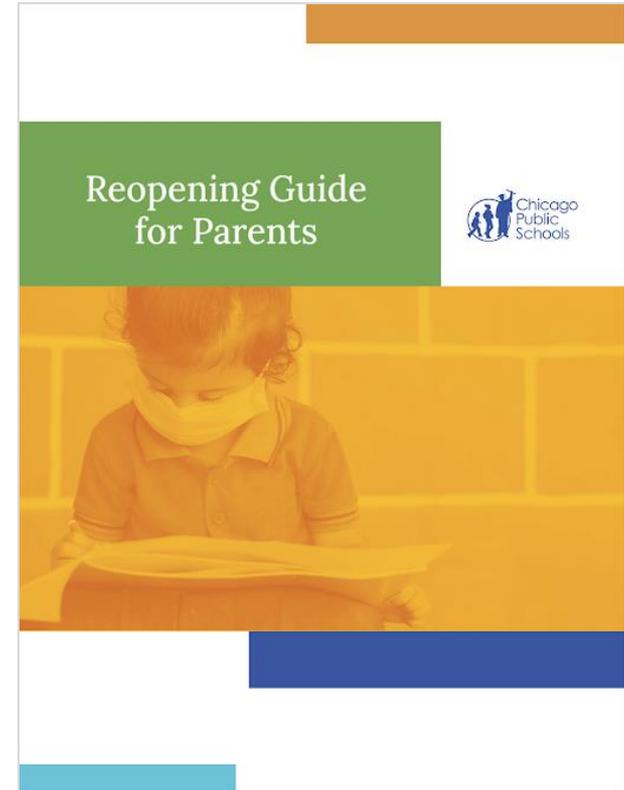
- Wearing a CFC is one of the most effective ways to prevent the spread of COVID-19.
- Wearing a CFC can be a challenge for young children, but now we know they can do it. We recommend the following strategies to support your child's understanding of the importance of wearing a CFC:
  - **Discuss:** Explain how CFCs work and why they matter to protect oneself and others. Practice what you preach. Rehearse with your child.
  - **Books, eBooks and Social Stories:** Use books and stories to engage and teach your child in discussions around how CFCs keep us safe
  - **Videos and Online Resources:** Use videos and online resources to support discussions about masks



# Cloth Face Covering Accommodations

Parents and guardians may request a cloth face covering accommodation for their child based on a specific, provider documented medical condition.

Please have [the Cloth Face Covering \(CFC\) Accommodation form](#) (also located on page 10 of the Reopening Guide for Parents) completed by a medical professional, and provide the completed form to your child's principal or school nurse. Each situation will be evaluated individually to ensure the needs of all students are met.



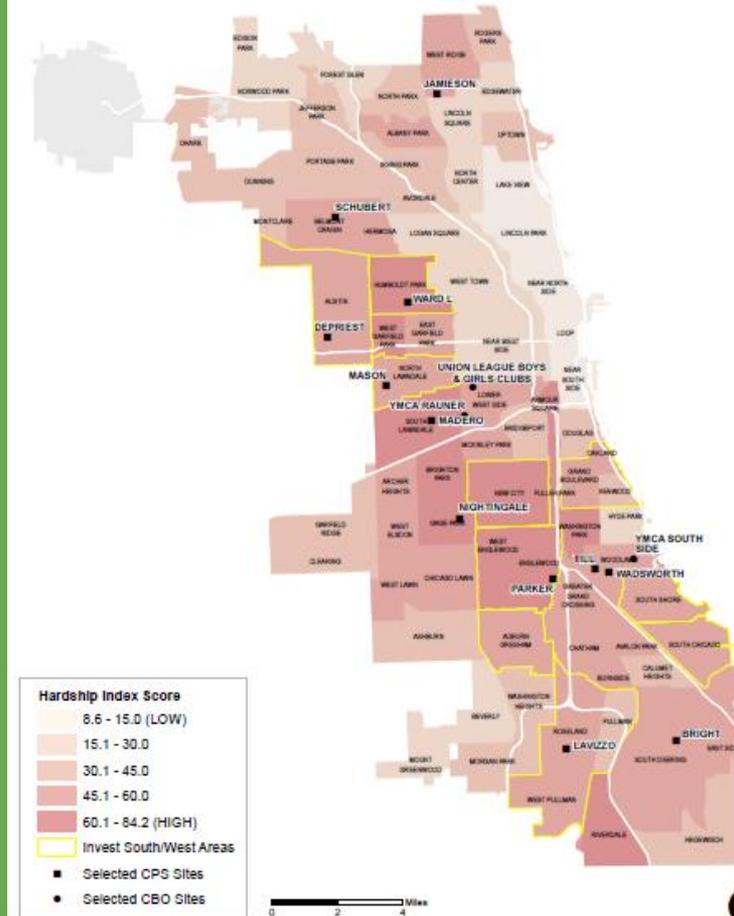
# Vaccine Update & Next Steps

- The district partners with health authorities and the City administration to plan for vaccine rollout. In coordination with the Chicago Department of Public Health and the Office of Emergency Management and Communication, we will support a safe, efficient, and equitable citywide campaign.
- Initial, *tentative* frameworks indicate that Phase 1 of vaccine allocation is for health care workers, first responders, and seniors in congregate settings; Phase 2 will include K-12 teachers, school staff and child care workers; Phase 3 will cover all, including kids



# Child Learning Hubs

- The district has released a survey of need for families looking for child care support through our [Child Learning Hubs \(cps.edu/school-reopening-2020/\)](https://cps.edu/school-reopening-2020/)
- Complete [this \(bit.ly/CPSLearningHub\)](https://bit.ly/CPSLearningHub) survey if you are interested in enrolling your child. Please note that space is limited and seats will be offered to high-needs students first
- Please also see these external child care options on [My Chi My Future's webpage \(explore.mychimyfuture.org/\)](https://www.mychimyfuture.org/)



# We need your help

Here's what you need to do to '[Protect Chicago](#)' right now:

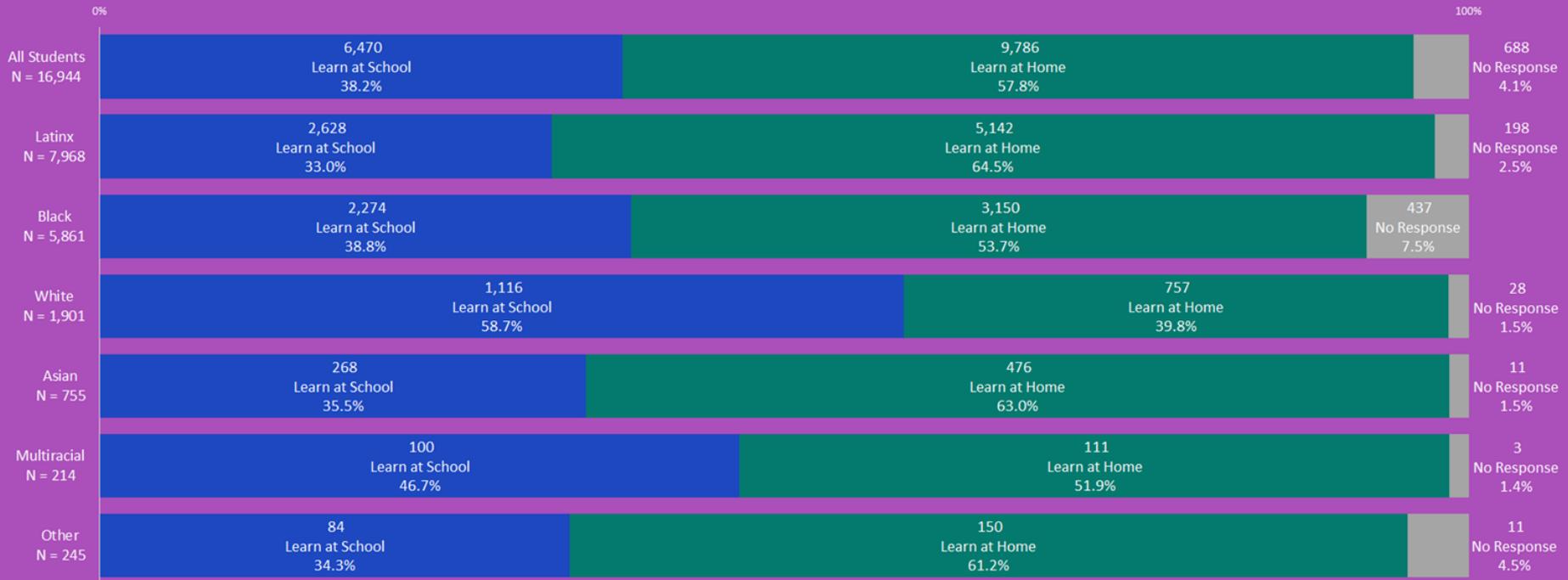
- Get back to the basics that we know work:
  - Wear your mask
  - Socially distance
  - Wash your hands frequently and thoroughly with soap and water
- Adopt the new fundamentals that will help us flatten the curve again:
  - Do not entertain guests in your home
  - Stay home unless going to school, work, or other urgent, unavoidable tasks (health care or prescriptions)
  - Avoid travel
- Sign up to volunteer on the Protect Chicago digital team:
  - Use your personal social media networks to spread the word
  - Send text messages to fellow Chicagoans
  - [Sign up to Volunteer](#)



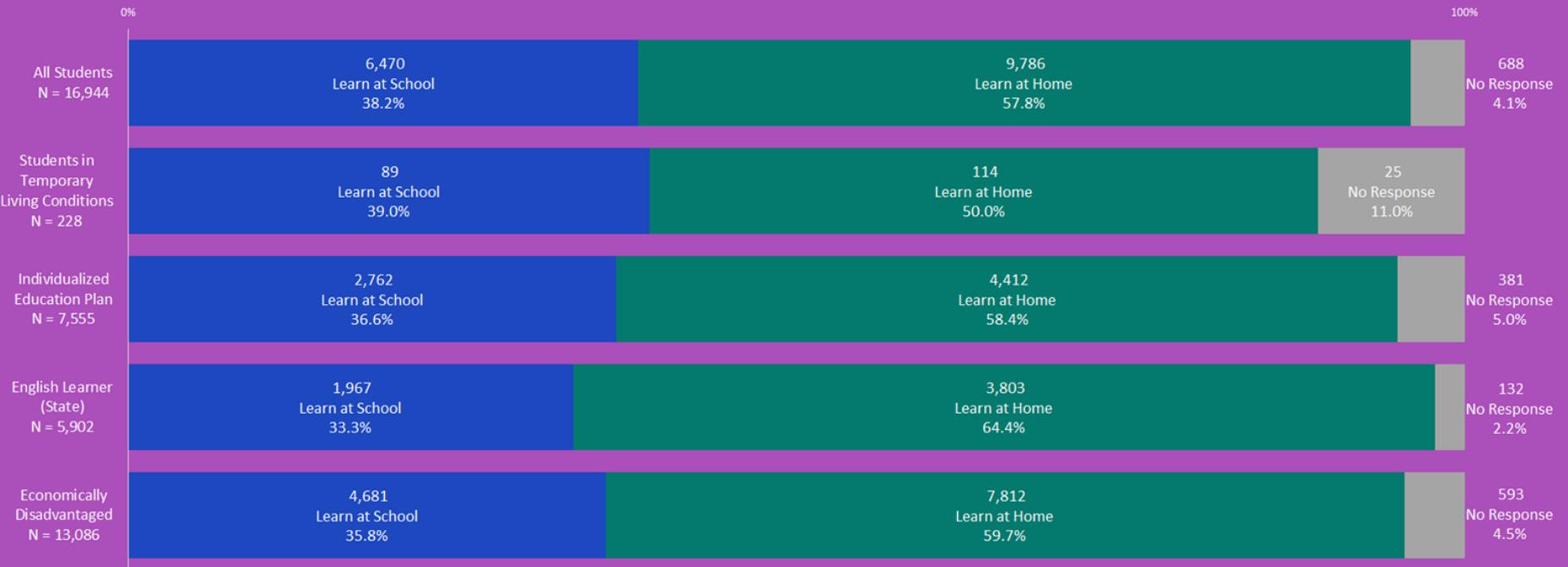
# Q&A

Thank you!

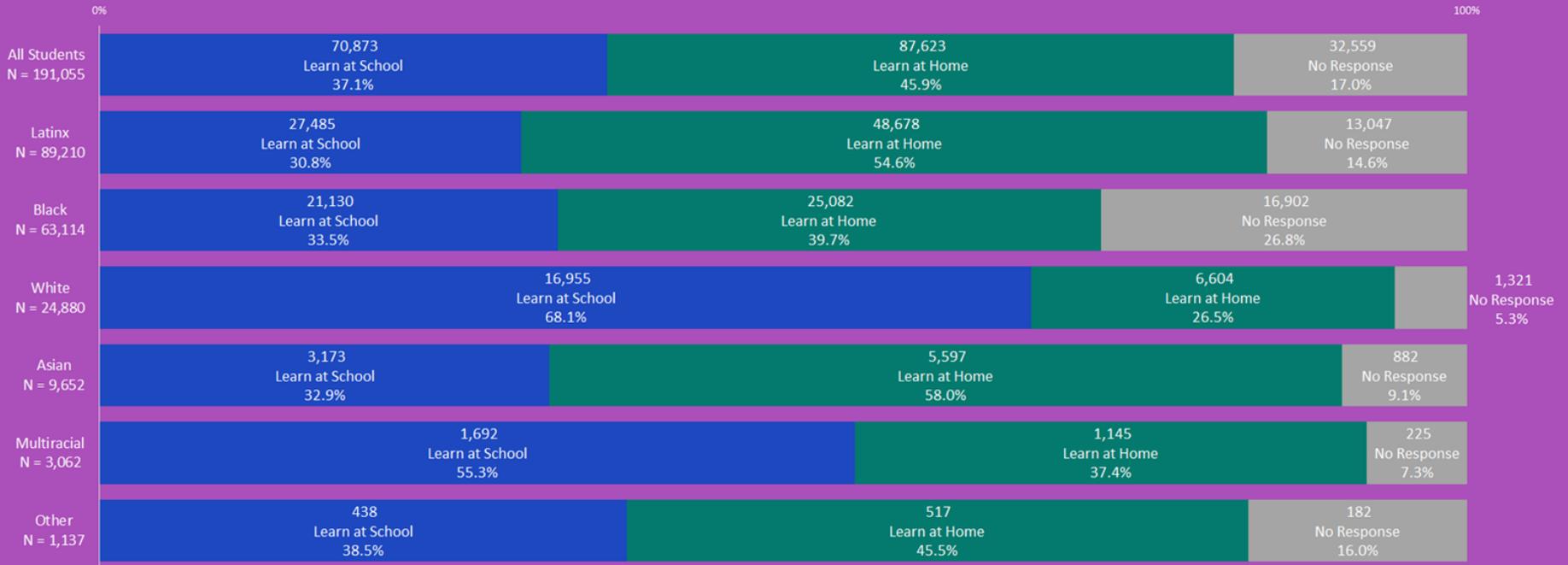
# Learner Model Preferences: PreK/Cluster by Race/Ethnicity



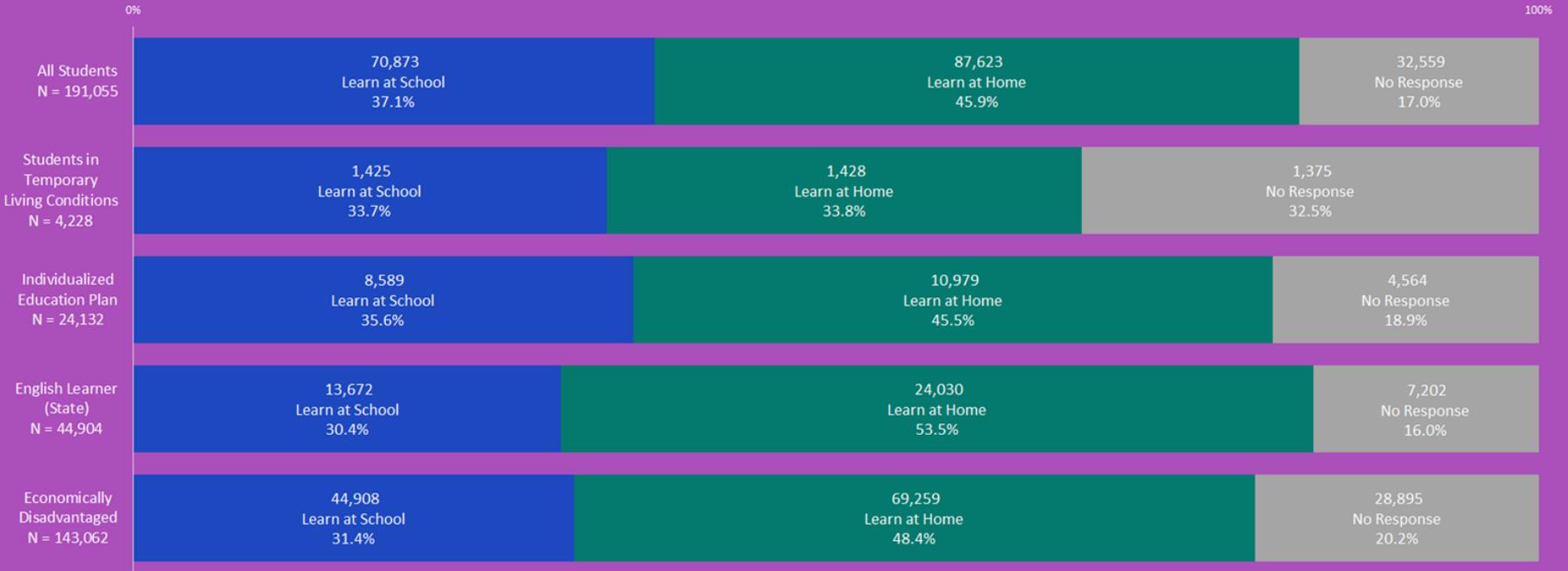
# Learner Model Preferences: PreK/Cluster by Priority Groups



# Learner Model Preferences: K-8 by Race/Ethnicity



# Learner Model Preferences: K-8 by Priority Groups



# In-Person and Remote Learning Schedules: Pre-k

Program/ Grades	Learning Model	Schedule
Pre-k	Full day in-person	7 hours per day 5 days per week
	Half day in-person	2.5 hours per day 5 days per week <i>Third shift programs will remain virtual</i>
	Tuition-based in-person	10 hours per day 5 days per week
	Online Learning	60 minutes of real-time instruction 90 minutes of independent learning

# In-Person and Remote Learning Schedules: Cluster

Program/ Grades	Learning Model	Schedule
Cluster programs	Elementary school in-person	7 hours per day 5 days per week
	High school in-person	Daily minutes according to school bell schedule 5 days per week
	Online Learning	150 minutes of real-time instruction 210 minutes of independent learning activities

# In-Person and Remote Learning Schedules: K-8 Hybrid

Program/ Grades	Learning Model	Schedule
K-8 hybrid	<p>In-person</p> <p><i>Shift A: Monday and Tuesday in person and Wednesday, Thursday, and Friday at home</i></p> <p><i>Shift B: Monday, Tuesday, and Wednesday at home and Thursday and Friday at school)</i></p> <p><i>*Schools are being directed to place students from the same household in the same shift.</i></p>	<p>In school days: 7 hours per day, 2 days per week</p> <p>At-home days: 150 minutes of real-time instruction and 210 minutes of independent learning activities</p> <p>Wednesdays: 180 minutes of real-time instruction and 180 minutes of independent learning activities</p>
	Learn-at-Home	<p>Monday, Tuesday, Thursday, and Friday: 150 minutes of real-time instruction and 210 minutes of independent learning activities</p> <p>Wednesday: 180 minutes of real time instruction and 180 minutes of independent learning activities</p>