

Reopening Update

August Board Presentation

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Chief Education Officer

Remote Learning: Rationale

- After reviewing the preliminary framework, 40.4% of elementary school parents and 37.1% of high school parents did not plan to send their children back to school
 - It is important to note that the intent to send students back varied by race/ethnicity. White parents were significantly more likely to send their students back compared to all other race/ethnicity categories
 - Parents who wanted to send students back to school cited factors such as needing child care, work schedules, the challenges with remote learning as well as the importance of in person learning. In contrast, parents who didn't intend to send their students back cited health concerns for both their student and family
- Overwhelmingly staff indicated that they did not feel comfortable returning to school, with 44% (principals) and 69% (teachers) indicating they were not comfortable

Remote Learning: Rationale

Public health data:

- Following steady and significant declines in COVID cases and deaths from the peak of the pandemic three months ago, Chicago has experienced increases in recent weeks in two important measures in particular:
 - Percent positivity (the percentage of COVID tests that have a positive result), which is approaching 5 percent based on a 7-day rolling average, and the daily case rate
 - That rate, also based on a 7-day rolling average, was under 200 one month ago but has risen steadily since, with several individual days of well over 300 cases reported

Lessons Learned from Spring




- We need to consistently provide live instruction to students
- We need one platform to facilitate student and parent engagement
- We need to capture attendance. We need clear expectations for teacher engagement during remote learning
- We need to help teachers implement remote learning best practices that are responsive to student needs

Remote Learning: Expectations




In remote learning, students must engage in **rigorous tasks** and have **comparable academic experiences as they would in in-person instruction**. Opportunities that would typically be afforded to students in a regular school day must be made available in remote learning:

- direct instruction
- peer to peer interaction
- small group instruction
- structured intervention
- multiple means to demonstrate mastery and direct teacher support

Instructional Priorities in Years Ahead

 <p>Whole Child</p>	#1	<p>Prioritize social-emotional skill development, relational trust, and building strong classroom communities as the foundations for learning.</p> <p>We must be attentive to the wellbeing of students and staff by providing strength-based comprehensive supports.</p>
 <p>Academic Excellence</p>	#2	<p>Provide all students grade-level, standards-aligned instruction, regardless of their starting points.</p> <p>All students are capable of progressing to the next grade level and mastering that content. Focus on below grade-level work only when necessary for a student to complete their grade-level work. In place of isolated remediation, learning should be accelerated through just-in-time supports embedded in prioritized, grade-level, standards-aligned content.</p>
 <p>Academic Excellence</p>	#3	<p>Ensure curriculum materials are high-quality and provide coherent academic experiences for all students.</p> <p>High-quality, coherent curricula that can be used in a digital or non-digital environment offer essential support to teachers as they design learning experiences that prioritize regular collaboration between students to make sense of multiple perspectives and deepen their understanding of content.</p> <p><i>Note: Curriculum Equity Initiative resources will be shared in August.</i></p>

Instructional Priorities in Years Ahead

 <p>Student Centered</p>	#4	<p>Increase the relevance of instruction.</p> <p>Leveraging students' lived experiences and expertise facilitates motivation and deep engagement in content where students are doing most of the thinking. Similarly, curriculum choices prioritize authentic and meaningful content that is responsive to students, our current moment, and our world today.</p>
 <p>Continuous Learning</p>	#5	<p>Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.</p> <p>Teachers and students need assessments that will support them in moving all students forward with grade level learning. Assessments should reflect the critical abilities of the subject and grade level standards and ask students to apply these abilities to situations that are authentic to the discipline and are relevant to students' lives.</p>
 <p>Equity</p>	#6	<p>Anchor instruction in equity to meet the needs of all students.</p> <p>Focusing on the most disparately impacted students provides a strong foundation for instruction for all students and will help to address the opportunity and achievement gaps that have widened during the pandemic.</p>

Remote Learning Guidance

Presented by:

Sherly Chavarria, EdD, Chief of Teaching and Learning

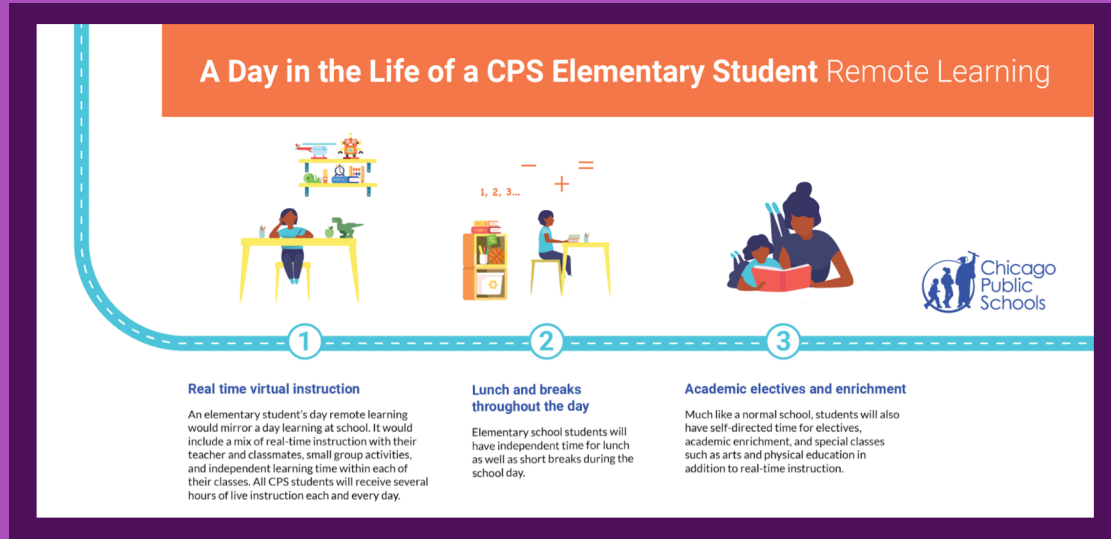
Expectations & Related Supports for Remote Learning

Remote Learning Expectations

In remote learning, schools and educators are expected to:

1. Use the Google Education Suite to facilitate remote learning
2. Provide daily remote learning that meets instructional minute requirements for all content areas or courses for all students. Ensure all educators provide live video instruction and are synchronously available to students during the entirety of the contract day
3. Focus on grade level, standards aligned instruction and student social emotional needs
4. Submit and monitor student attendance daily
5. Ensure all students have digital access
6. Ensure clear communication with families and students
7. Establish effective structures to facilitate professional development, staff collaboration, planning, feedback and continuous improvement in the remote environment

Remote Learning: Day in the Life of an Elementary Student

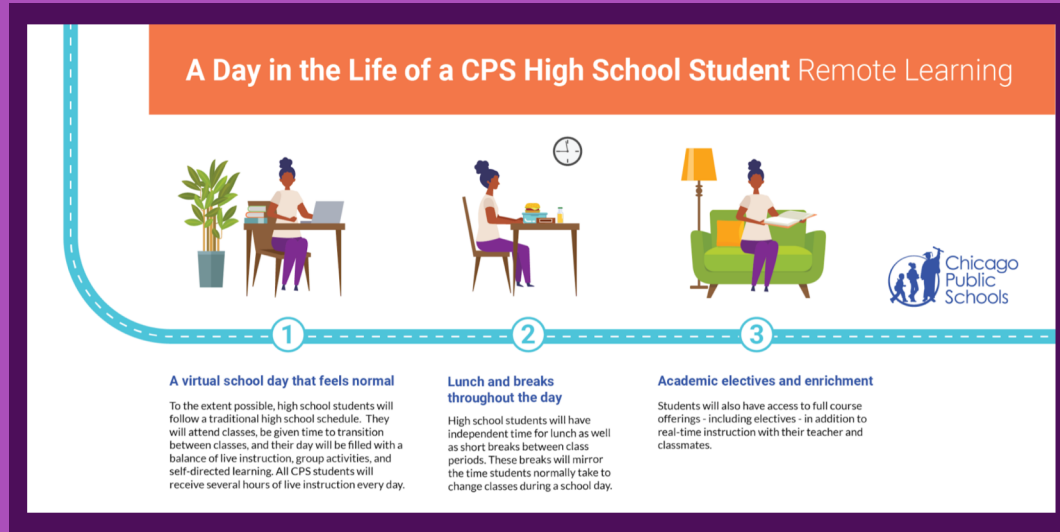


Remote K-2 Student Day (6 Instructional hours)	Remote K-2 Teacher Day (7 hours)
<ul style="list-style-type: none">• 180 Minutes of Synchronous Instruction• 180 Minutes of Asynchronous Instruction	<ul style="list-style-type: none">• 250 Minutes of Synchronous Instruction• 2 Blocks of Synchronous Literacy and Math to provide smaller group experiences (15 students each)• 65 Minutes of Asynchronous Support (Conferring, Office Hours, MTSS Tier 2/3 Instruction)• 45 Minutes of continuous, duty free-lunch• 60 Minutes duty free preparation time (should occur during Specials/Enrichment)

Snapshot into the Day in the Life

A Day in the Life of a Remote 3-5 Student		A Day in the Life of a Remote 3-5 Teacher		
Component/ Delivery Format	Time Expectations	Component/ Delivery Format	Time Expectations	Teacher Actions
Literacy 60 minutes (Synchronous)	20 Minutes Interactive Read Aloud with Mini Lesson	Literacy (Synchronous)	20 Minutes Interactive Read Aloud with Mini Lesson	90 Minutes Delivering live instruction to students in large or small groups
	30 Minutes Small Group Instruction w/Teacher OR Partner/Group Collaboration OR Independent Practice		30 Minutes Small Group Instruction	
	10 Minutes Sharing and Wrap Up		10 Minutes Whole Group Sharing/Wrap Up	
Social Science 30 minutes (Synchronous)	30 Minutes Whole Group Lesson	Social Science (Synchronous)	30 Minutes Whole Group Lesson	60 Minutes Time for educators to... <ul style="list-style-type: none"> • Pull small groups • Offer feedback to students • 1:2 Conferences w/students • Hold Office Hours • Communicate with caregivers • Provide tier 2 or tier 3 interventions
Literacy and Social Science 60 minutes (Asynchronous)	60 Minutes Independent Reading /Writing OR Independent Practice	Literacy and Social Science (Asynchronous)	60 Minutes Independent Practice	
Lunch/Recess (Break) 60 Minutes (Student-Directed)		Lunch/Gross Motor 60 Minutes (Student-Directed)		
Specials/Enrichment 30 Minutes (Synchronous)		Specials/Enrichment 30 Minutes (Synchronous)		
Specials/Enrichment 30 Minutes (Asynchronous)		Specials/Enrichment 30 Minutes (Asynchronous)		
		Preparation Period <ul style="list-style-type: none"> • Handle administrative tasks • Attend team meetings or other tasks at principal/teacher discretion • Lesson planning 		
		45 Minutes Lunch Break		

Remote Learning: Day in the life of a High School Student



Remote 9-12 Student Day (300 Instructional minutes)	Remote 9-12 Teacher Day (7.25 hours)
<ul style="list-style-type: none"> • 240 Minutes of Synchronous Instruction • 60 Minutes of Asynchronous Instruction <p><i>* illustrative, depends on student schedule</i></p>	<ul style="list-style-type: none"> • 200 Minutes of Synchronous Instruction • 50 Minutes of Asynchronous Support (Conferring, Office Hours, MTSS Tier 2/3 Instruction) • 50 Minutes Principal Directed/Self-directed Prep • 50 Minutes Self-directed Prep • 50 Minutes Duty Free Lunch • 35 Transition Minutes



Be The Healing

Presented by:

*Hellen Antonopoulos, Executive Director, Office
of Social & Emotional Learning*

Social & Emotional Learning for SY21

As teachers and staff begin to remotely restore classroom connections, it's important that we have a plan that honors our shared commitment to our students, families, communities, and each other - to collective care.

We are continuing to work while recognizing that, in the very least, current events have caused an enormous disruption to normal life and an interruption to relationships and predictability. This, in and of itself, may have been traumatic for some - especially many of our students.

Despite the uncertainty, this is still a time of *opportunity* - building community has always been considered the cornerstone for safe, supportive, productive schools and classrooms, and re-establishing a sense of unity and solidarity is more important than ever. This is an opportunity to strengthen resilience, support recovery and foster repair.

Becoming “healing centered” is more important than ever.

The Healing Centered Project

Three Critical Priorities...



A five-year vision that includes focus on supporting talented and empowered educators, safety and support for all students, development of the *whole child*, and an orientation to collective impact



An equity framework that advocates for liberatory thinking, inclusive partnerships, resource equity, and fair policies and practices



A recovery from the impact of COVID-19 that recognizes this shared experience as potentially traumatic and fosters collective healing to define the new normal

OUR GOAL

To transform Chicago Public Schools into a more **trauma-engaged, culturally-responsive** school district

Research shows how untreated trauma impacts the lives of young people, including CPS students

1 Childhood

High Levels Of Trauma Have Been Linked To¹:

- **9.8** Fewer Points In Reading Achievement
- **3x** Likelihood To Require Behavioral Support (I.E., Iep)
- **7.5** Fewer Iq Points

Trauma Is **Fundamentally An Equity Issue** As Communities That Face Historic Disinvestment, Unemployment & Poverty, And Systemic Racism Disproportionately Face Trauma From Those Experiences

2 Adulthood

Increased Trauma Exposure Is Linked To **Increased Risk Of Life-threatening Chronic Disease** Like Cancer, Stroke And Diabetes²

3 Families

Trauma Is **Passed Down Across Generations**, E.G., Children Exposed To Domestic Violence Are More Likely To Become Involved In Family Violence As Adults³



Research also shows the power of healing in mitigating those impacts



Safe, stable adult relationships

Numerous studies show that having one or more caring, “mentor-like” adults in a child’s adult significant increases the likelihood to flourish¹



Safe and supportive school environments

School connectedness (feeling close to others at school and treated fairly by teachers) acts as a protective factor for youth against emotional distress, suicidality, and other youth risk behaviors



Targeted resources, supports, and interventions

As one example, Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) significantly reduces symptoms of post-traumatic stress and depression for students exposed to violence

1. One such study: Murphy, et. al. “Caring Adults: Important for Positive Child Well-Being” (2013)
2. Resnick et. al. “Protecting Adolescents from Harm: National Longitudinal Study on Adolescent Health” (1997)
3. Stein et. al. “Helping Children Cope with Violence and Trauma: A School-Based Program That Works.” (2011)

Schools & Staff

Building supportive relationships, creating welcoming and predictable learning environments, and fostering social and emotional skill development are key strategies in attending to social and emotional needs.

These are especially critical during times of change and uncertainty - for students, staff and families alike.

Every interaction we have with our students, families, and each other contributes to our collective success and resilience.



Students

Maintaining routines is a key strategy in attending to social and emotional needs during times of change and uncertainty. Work with students to help develop and maintain routines and rituals that are culturally sustaining and trauma-engaged and that can take place both in-person and remotely.

Foster social and emotional skill development by continuing to provide students the opportunity for SEL skill building and practice, especially for students who may feel distress, anxiety, fear, etc.

In the 2019 YRBS data:

- 38.2% of HS students reported feeling sad or hopeless almost every day for 2 weeks or more in a row.
- 16.6% of HS students reported seriously considering suicide.
- 32.9% of MS students reported seriously considering suicide.



Students

- Rainbows/Silver Linings (Grief/Trauma curriculum) 150 schools
- SPARCS (Structured Psychotherapy for Adolescents Responding to Chronic Stress) 20 High Schools
- Guidance & Resources for Suicide Awareness and Prevention



Families, Caregivers, and Community Partners

- FACE: Adopt a School
Faith-based institutions
providing youth mentoring
- Community Agency Network
Referrals, Training, and Support



Our instructional priorities are grounded in high expectations for all students

- Rigorous instructional priorities
- Meaningful learning experiences
- Accelerating learning



Social emotional learning for all stakeholders is a top priority

- Building supportive relationships
- Creating consistent, welcoming learning environments
- Fostering SEL skills

