

District 90 Essential Objectives, 2021-22
Tier One Oversight Recommendations Update
February 1, 2022

TIER ONE – November (Fall)

1. Ensure that ongoing COVID-19 safety mitigation requirements are implemented with fidelity in 2021-22

Reference: *Trauma-Related Issues (2)*

Chair(s): Condon/**Cozzi**

Membership: Administrative Team

Status: **Ongoing**

Efforts continue in implementing safety mitigation requirements in compliance with established guidance from the CDC, IDPH, ISBE, and CCDPH. The District Nursing Team has maintained the partnership with the Rush University Infection Prevention Team and consulted with them on several matters, including COVID-19 testing protocols, quarantine and isolation, social distancing, face mask quality, and school cleaning/disinfection. Please note that this District objective will remain in “ongoing” status until COVID-19 conditions have resolved satisfactorily.

2. Investigate an independently facilitated opportunity for faculty/staff and administration to process events of the last year (i.e. peace circle, etc.)

Reference: *Relationships (4); Strategic Goal 3B*

Chair(s): **Condon/Lubeck**

Membership/Partners: RFEA Co-Presidents, Garstki, Wood

Status: **In Process**

The District contracted the services of our “trauma-informed” consultant to facilitate in-person and online opportunities at each school for employees to meet and discuss important topics related to the D90 COVID-19 response. Topics included the challenges that the school community was forced to deal with, methods by which the District can further improve in communications and operations, and shared stories of success. The facilitated meetings occurred on January 27- February 1. The facilitator (Carla Philibert) will meet with the administrative team and RFEA Co-Presidents to present her report once it has been compiled, with the goal of building understanding between employee groups and fostering improved future outcomes.

3. Continue to implement pedagogical practices that have predictive success to support students we have not historically served well (i.e. Math for All, culturally responsive teaching, Universal Design for Learning)

Reference: *Relationships (2, 5), Student-Specific Needs (1); Strategic Goal 3A, 3B*

Chair: **Hawley**

Membership Team: Lubeck, Martin, Instructional Specialists, CRT Committee members, consulting school administrators

Status: **Ongoing**

Math for All conducted its first session with Grade 3-5 math teachers during the January 14 Teacher Institute Day. The training is intended to support students who struggle with math concepts through the use of proactive planning protocols. Facilitators from the Education Development Center and Bank Street College of Education guided grade level teams through a neurodiversity framework to identify lessons to accommodate specific learning needs within their classroom. This initiative aligns with the principles of Standards-Based Learning and Universal Design. Additional training, evaluation of lesson design, and reflection will continue at the upcoming February and April Teacher Institute Days.

The Diversity, Equity, and Inclusion Committee has been meeting monthly to discuss Zaretta Hammond's, *"Culturally Relevant Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students."* Discussions highlight classroom connections and development of "teacher tips" that are shared with staff after each meeting.

4. Provide ongoing training/learning opportunities for staff and families about the impact of trauma on students

Reference: *Trauma-Related Issues (1, 2), Student-Specific Needs (1); Strategic Goal 2C, 4A*

Chair(s): Hawley/**Lubeck**

Membership Team: D90 Social Work team members, community partner organization representatives (RF Mental Health Board, NAMI etc.), selected parents (i.e., mental health professionals, organizational leaders)

Status: **In Process**

Staff training related to trauma and trauma-informed practices was the focus of two professional development training sessions since August. Both sessions were coordinated in partnership with our consulting firm, Mindful Practices. The first session occurred during Teacher Institute on August 23 and the second during School Improvement on September 24. In addition, Mindful Practices has been available for consultation about specific needs related to trauma, as circumstances may require. Programming for parents geared toward supporting students with social emotional needs will be the main feature of the forthcoming D90 "Parent University" event scheduled for February 10. Sessions

include Building Relationships in Diverse Communities, Understanding Youth Anxiety and Treatments, and Parent Well-Being and Connectedness.

5. Establish procedures/mechanisms to embed student voice in key spaces and D90 decision-making processes

Reference: *Relationships (2); Strategic Goal 2B*

Chair: **Condon**

Membership Team: Representatives from IAB, Board Equity Committee, Board Communications Committee, and Board Education Committee

Status: **Complete**

Thirteen outstanding D90 students have volunteered to participate as members of the committees listed above. Each student submitted a statement of interest, described the way in which they are eager to contribute, and how their unique perspective will benefit the school community. As full-fledged members of these committees, the student participants will be asked to contribute their experience as key stakeholders and share their expertise and voice as part of decision-making processes. The students will be assuming their committee roles for the first time when these committees reconvene during the month of February.

6. Launch Co-Pilot/Elevate with interested faculty members

Reference: *Relationships (2); Strategic Goal 2B, 3C*

Chair(s): **Condon/Godfrey**

Membership Team: Hawley, D90 Equity Network Team members, Juan Alegria (NEP), members of the D90 Diversity, Equity, and Inclusion Team

Status: **In Process**

Co-Pilot/Elevate is a classroom survey tool that allows students to provide regular feedback to teachers about matters impacting student/teacher relationships and perceptions about belonging. Past members of the D90 Equity Network Team presented information about the Co-Pilot /Elevate project to members of the D90 Diversity, Equity and Inclusion (DEI) Team, after refining the middle school survey instrument to make it applicable for elementary classroom use. Several members of the DEI Team have agreed to pilot the instrument with the students in their classes and provide feedback; the District hopes to expand use of this instrument to other classroom settings in the future.

7. Implement after-school student supervision program with West Cook YMCA

References: *Social Emotional Programming (2), Student-Specific Needs (4), Trauma-Related Issues (3); Strategic Goal 4A, 4B*

Chair(s): Condon/**Hawley**

Membership Team: Wood, Godfrey, Gerges

Status: **Complete**

District 90 has successfully launched our after-school programming partnership with the West Cook YMCA. This program is entitled the "Signature Program," and it features several components offered in an integrated manner. Homework assistance, tutoring, physical activity, snack, and enrichment elements combine to provide elementary participants with a safe, nurturing, and academically focused environment from 3:10-6:00 PM each weekday. Signature Programs are hosted at both elementary schools and will feature the addition of high school-aged volunteers providing mentorship and tutoring assistance beginning in March. We remain grateful to West Cook YMCA for their vision and partnership in providing this valuable opportunity with us for families and students.

8. Continue District support of PTO and community events/programming

Reference: *Relationships (3); Strategic Goal 4A*

Chair: **Simmons**

Membership Team: Garstki, Wood, Godfrey, Steketee, Gerges

Status: **Ongoing**

The extraordinary leadership provided by our school PTO organizations is one of the strongest assets we have in the District 90 school community. Their support of our students, families, staff, and school programs is integral to our success. We are very fortunate that the PTO organizations continue to offer outstanding programming options and activities intended to enrich our students' experiences and educate families. We will continue to support the many and varied opportunities that the PTO organizations provide, elevating the quality of our instructional program in myriad ways.

TIER TWO – February (Winter)

- 1. Review/revise RMS Advisory Program topics to reflect student needs, as appropriate**
References: *Social Emotional Programming (3), Relationships (1), Relationships (2); Strategic Goal 2C*
- 2. Maintain Standards-Based Learning focus to address supplemental standards**
Reference: *Relationships (1), Social Emotional Programming (5); Strategic Goal 1A, 3B*
- 3. Support “trauma informed” learning opportunities in the community and capitalize on potential partnerships (i.e. local governmental agencies, mental health entities)**
Reference: *Trauma-Related Issues (3, 4), Screening and Measurement (3); Strategic Goal 2C, 4B*
- 4. Develop and implement a local social-emotional assessment or self-assessment tool**
Reference: *Social Emotional Programming (4); Strategic Goal 2C*
- 5. Maintain ongoing collaboration with National Equity Project (NEP), in support of key D90 equity initiatives**
Reference: *Social Emotional Programming (1); Strategic Goal 2A, 5B*
- 6. Staff review/revision of Second Step curriculum – classroom level**
References: *Relationships (1, 2), Social Emotional Programming (3); Strategic Goal 2C*

TIER THREE – May (Spring)

- 1. Implement social-emotional screener for all students and track data longitudinally, employing tiered response to deliver appropriate supports**
Reference: *Screening and Measurement (1, 2); Strategic Goal 2C, 3B*
- 2. Review policies/procedures to ensure that homework is limited to those extended learning experiences that are foundational to support in-school learning**
Reference: *Student-Specific Needs (2); Strategic Goal 1A, 2A*

- 3. Provide ongoing support for employee well-being through the use of new and established wellness programming resources/supports (i.e. yoga, breathing, nutrition, EAP counseling options)**

Reference: *Social Emotional Programming (5)*

- 4. Continue deployment of anonymous “Support4U” mental health text support line**

Reference: *Trauma-Related Issues (3); Strategic Goal 2C*

- 5. Ensure the use of instructional activities that facilitate the development of “classroom-based learning” skills (i.e. fine motor, handwriting, face-to-face interactions, etc.)**

Reference: *Student-Specific Needs (4); Strategic Goal 1A*