

District 90 Essential Objectives, 2021-22
Administrative Team Staging Recommendations

TIER ONE

- 1. Ensure that ongoing COVID-19 safety mitigation requirements are implemented with fidelity in 2021-22**
Reference: *Trauma-Related Issues (2)*
- 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*
- 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*
- 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*
- 5. Establish procedures/mechanisms to embed student voice in key spaces and D90 decision-making processes**
Reference: *Relationships (2); Strategic Goal 2B*
- 6. Launch Co-Pilot/Elevate with interested faculty members**
Reference: *Relationships (2); Strategic Goal 2B, 3C*
- 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*
- 8. Continue District support of PTO and community events/programming**
Reference: *Relationships (3); Strategic Goal 4A*

TIER TWO

- 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

- 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*