



McHenry Elementary School District 15
REMOTE LEARNING 2.0



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Overview

McHenry Elementary School District #15 will begin the 2020-2021 school year utilizing a full-remote learning model. In this model, all students in grades PreK-8 will begin the year learning remotely and continue remotely through the first trimester of school, which ends on November 6, 2020. This document outlines the various aspects of McHenry Elementary School District 15's Remote Learning 2.0 plan. District 15 will monitor the efficacy of this plan and will make changes, enhancements, and modifications to it as necessary. Should changes to this plan need to be made, we will update it on our website.



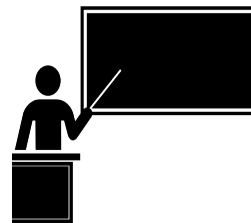
PreK - 8th grade students will begin the year in a remote learning environment.



Chromebooks will be provided to each child enrolled in McHenry District #15.



All schools will follow the current public health and safety guidelines for school facilities and individuals to the greatest extent possible.





Remote Learning 2.0 will provide enhanced social emotional, technology and academic support. Teachers will cover the traditional curriculum for their course or grade.

In creating this 2020-2021 Remote Learning 2.0 Plan, we prioritized the health and safety of our students and employees. The District 15 Remote Learning 2.0 Plan is based on public health information available at this time. The plan will be adjusted as new guidance from the Illinois State Board of Education, Illinois Department of Public Health, Centers for Disease Control and other public health officials is received or as necessary to best support the health and safety of our students and employees.

Remote Learning 2.0

ISBE's Guiding Principles

- 5 hours (300 minutes) of daily instruction and/or student engagement (K-8)
 - 2.5 hours (on average) daily of synchronous learning with real-time instruction and interaction between students and their teachers
 - 2.5 hours (on average) daily of asynchronous learning through additional activities and resources.
- 2 hours (120 minutes) of daily instruction and/or student engagement (PreK)
 - 1.5 hours (on average) daily of synchronous learning with real-time instruction and interaction between students and their teachers
 - 30 minutes (on average) daily of asynchronous learning through additional activities and resources.
- Consider both the academic and social-emotional needs of students
- Ensure equity and access to technology for all students
- Attendance monitoring and verification daily

<p>Synchronous Learning</p> 	<p>Students learn in real-time. Both the teacher and the student interact at the same time but from different places. Synchronous learning happens in a specific virtual place, through a specific online medium, at a specific time. Schedules will be found in My Otus and sometimes Google Calendar (for middle school).</p>
<p>Asynchronous Learning</p> 	<p>Students learn the same material at different times, at individual paces, in different locations. Students will not be online with teachers at the same time. Learning tasks will be found in My Otus and will not require simultaneous participation.</p>

McHenry #15 Guiding Principles

1. Maintain the health and safety of staff and students.
2. Provide meaningful and engaging academic experiences for all students
3. Address the social and emotional needs of all students
4. Provide consistency and stability for all students and staff
5. Provide continuous professional learning opportunities for staff that address learning needs unique to this time
6. Consider the needs of all stakeholders and seek input from them throughout our decision making progress



Remote Learning 2.0 Differences

During the final part of the 2019-20 school year, all schools in Illinois entered remote learning on an emergency basis due to the global pandemic. The Illinois State Board of Education (ISBE) issued emergency guidance related to the structure of remote learning. District 15, like all other districts, planned quickly and implemented State guidance related to the parameters of the system. Knowing that there is a potential for schools in Illinois to need to enter an extended remote learning phase again, ISBE has issued revised guidance that changes some of the emergency parameters that were in place in the spring. This table details the key differences between Remote Learning 1.0 (spring 2020) and Remote Learning 2.0 (2020-21 school year).

Spring 2020 - Remote Learning 1.0



Attendance

Teachers only needed to report students that were not engaged or participating in the assignments/activities. Student participation was encouraged.



Schedule

Classroom teachers set their schedules for the day and individually communicated with the students.



Curriculum and Instruction

Assignments/activities posted by 9:00 a.m. each day with an emphasis on the review of material previously taught.



Grading

The expectation from the state was that a student's grade cannot be negatively impacted by remote learning.



Assessments

Formative assessment could be given to enhance student engagement and learning. Comprehensive summative assessments should be postponed until school is back in session.



Technology

Chromebooks were provided to families that requested one.



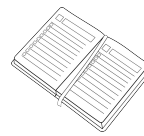
Attendance

Students are required to attend daily. Attendance will be recorded and reported to the state.



Schedule

Set schedule for each school and grade level with required synchronous learning times.



Curriculum and Instruction

Synchronous and asynchronous activities will occur each week. 2.5 hours (on average) daily of synchronous learning with real-time instruction and interaction between students and their teachers.



Grading

Traditional grading of assignments, projects and assessments will apply.



Assessments

Both formative and summative assessments will be administered to gauge, support, and identify learning. These tests will be part of the trimester grade.



Technology

Each student will be assigned a Chromebook and will pick up the Chromebook during Supply Pick-Up.

Remote Learning 2.0 Differences

Spring 2020 - Remote Learning 1.0



Learning Platform

Multiple learning platforms (Google Classroom, Gmail, Seesaw, Class Dojo) were used to communicate learning activities and lessons.



Special Education

Students serviced through an IEP received an email a set number of times each week with activities, ideas, and suggestions that directly targeted the child's Individualized Education Plan (IEP) goals.

IEP meetings completed virtually.

Fall 2020 - Remote Learning 2.0



Learning Management System

One learning management system (My Otus) will be used to communicate learning activities. My Otus includes a Family Portal to assist with communication. My Otus is a brand new system for McHenry District #15; we will provide more information in the weeks to come.



Special Education

Students serviced through an IEP will participate in virtual small group or individual sessions with their special education teacher and/or related service provider(s) during scheduled times of the school day. Services will mirror the IEP as closely as possible. Remote learning plans will be created for students whose IEPs, as written, are not possible to achieve in the remote learning day. IEP minutes will be provided by a combination of real-time virtual sessions, pre-recorded lessons, and learning activities to practice skills taught.

Students serviced through a Section 504 plan will receive all accommodations, as outlined in the 504 plan, which are applicable in the remote learning environment.




IEP and Section 504 meetings will continue during this pandemic in a video or phone conference format.





Communication Methods

Throughout the 2020-2021 school year, McHenry District #15 will utilize the following communication methods to keep stakeholders up to date on changes.

- McHenry District #15 Website: www.d15.org
- Email and Text Messages
- Social Media
 -  facebook.com/McHenryD15
 -  twitter.com/School_D15
 -  instagram.com/mchenrydistrict15/

Please ensure email addresses and phone numbers are correct in Skyward.



All teachers will use My Otus as a Learning Management System. McHenry District #15 families will be encouraged to sign up for the My Otus Family Portal.

Depending on the grade level, students will learn to use Google Calendar, Google Classroom, Gmail, and either Google Meet or Zoom



Email helpdesk@d15.org or call 779-244-1071

My Otus also offers online support for My Otus Family Portal questions. More information will be coming.



District Calendar and Supply Pick-Up



Institute Days (Monday - Wednesday, Aug. 17-19) and Remote Planning Days (Thursday - Friday, August 20-21) will be used to support and train teachers on Remote Learning 2.0 as well as provide scheduled times for students to come and pick up supplies.

Supply Pick Up Times							
PreK-5		6th Grade		7th Grade		8th Grade	
A-L	M-Z	A-L	M-Z	A-L	M-Z	A-L	M-Z
8/19/20 4 PM to 7 PM or 8/20/20 8 AM to 1 PM	8/20/20 4 PM to 7 PM or 8/21/20 8 AM to 1 PM	8/19/20 8 AM to 12 PM	8/19/20 12 PM to 4 PM	8/20/20 8 AM to 12 PM	8/20/20 12 PM to 4 PM	8/21/20 8 AM to 12 PM	8/21/20 12 PM to 4 PM
8/20/20 4 PM to 7 PM - by appointment only (please contact the school for more information)							

First Day of School, Monday, August 24: Students and parents/guardians will receive a welcome message on Friday, August 21 with directions on how to log into the Chromebook and My Otus on Monday, August 24.

- AM Pre-K students will begin their day at 9:30 AM and PM Pre-K students will begin their day at 12:30 PM.
- K-5 students will log into their Chromebook and be ready for the morning check-in at 9:00 AM.
- 6-8 students will log into their Chromebook and be ready for Advisory/Homebase at 8:00 AM.

Friday, November 6: End of trimester 1 and anticipated last day of remote learning

Pre-K Sample Schedule

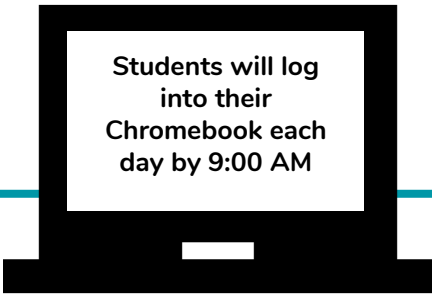
THIS IS NOT YOUR CHILD'S SCHEDULE.
Teachers will share individual classroom schedules.

8:35-9:30	Teacher Prep Time	
9:30-9:45	Class Greeting/Circle Time	Synchronous
9:45-10:00	Whole Class Related Supports Lesson (SW, Speech, OT)	Synchronous
10:00-10:15	Teacher/Student Transition Time	
10:15-10:45	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
10:45-11:00	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
11:00-11:15	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
11:15-11:30	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
11:30-12:00	AM Office Hours/Student Help	
12:00-12:30	Lunch	
12:30-12:45	Class Greeting/Circle Time	Synchronous
12:45-1:00	Whole Class Related Supports Lesson (SW, Speech, OT)	Synchronous
1:00-1:15	Teacher/Student Transition Time	
1:15-1:30	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
1:30-2:00	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
2:15-2:30	Small Group with Classroom Teacher or Sped Teacher*/Centers	Synchronous/Asynchronous
2:30-3:00	PM Office Hours/Student Help	
3:00-3:30	Staff Collaboration/Professional Development	

* Students will participate in one 15min group with classroom teacher each day. Students with IEP services will also meet with related service teacher based on IEP. Max of 1-3 students per small group. Classroom teacher and Related Services teacher will provide a schedule with specific times. Students not in a scheduled teacher group will work on provided asynchronous activities.



K-5 Sample Schedule



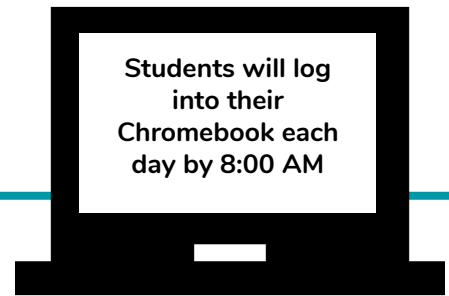
Actual times may vary for each grade level.
THIS IS NOT YOUR CHILD'S SCHEDULE.
 Teachers will share individual student schedules.

8:30-9:00	Teacher Prep Time		
9:00-9:20	SEL - Morning Meeting/Check-In	Synchronous	
9:20-10:00	ELA Lesson (IRA/Mini-Lesson)	Synchronous	
10:00-10:10	SEL - Movement Break	Synchronous/Asynchronous	
10:10-11:10	ELA Guided Reading/Centers	Synchronous/Asynchronous	Support services may use the asynchronous time for push-in/pull out
11:10-11:40	ELA Application Activities	Asynchronous	Support services may use the asynchronous time for push-in/pull out
11:40-12:10	Specials	Asynchronous	
12:10-12:40	Lunch		
12:40-1:10	Math Lesson	Synchronous	
1:10-1:40	Math Practice and Application/ Small Group	Synchronous/Asynchronous	Support services may use the asynchronous time for push-in/pull out
1:40-1:50	SEL - Movement Break	Synchronous/Asynchronous	
1:50-2:20	Social Studies/Science	Synchronous/Asynchronous	Support services may use the asynchronous time for push-in/pull out
2:20-2:30	SEL - End of Day Check-Out	Synchronous	
2:30-3:00	Office Hours/ Student Help		If needed: Additional support services may utilize this time
3:00-3:30	Staff Collaboration/ Professional Development		

*Teachers are available via email for questions throughout the day.
 Attendance will be taken during each synchronous lesson.



6-8 Sample Schedules - MMS



THIS IS NOT YOUR CHILD'S SCHEDULE.
Buildings will share individual student schedules.

Synchronous instruction at the middle school level will include:

- Homebase
- At least 30 minutes during each CORE class
- At least 15 minutes during each Unified Arts class
- Students enrolled in Band and/or Choir will have additional synchronous time learning for those classes



6th Grade Sample Schedule

7:30-2:30	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Homebase or Advisory Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Core A Class • Submit CORE A attendance by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Core B Class • Submit CORE B attendance by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Core C Class • Submit CORE C attendance by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Core D Class • Submit CORE D attendance by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Submit Band/Choir attendance by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Unified Arts/PE Class • Submit UAT/PE attendance by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Unified Arts/PE Class • Submit UAT/PE attendance by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.

7th Grade Sample Schedule MMS

7:30-8:00	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Homebase Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Unified Arts Class • Attendance submitted by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Core A Class • Attendance submitted by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Core B Class • Attendance submitted by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Core C Class • Attendance submitted by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Core D Class • Attendance submitted by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Band/Choir attendance submitted by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.

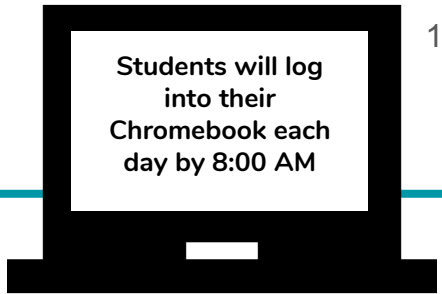
8th Grade Sample Schedule MMS

7:30-8:00	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Homebase Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Core A Class • Attendance submitted by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Core B Class • Attendance submitted by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Core C Class • Attendance submitted by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Core D Class • Attendance submitted by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Band/Choir attendance submitted by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.



6-8 Sample Schedules - Parkland



THIS IS NOT YOUR CHILD'S SCHEDULE.
Buildings will share individual student schedules.

Synchronous instruction at the middle school level will include:

- Advisory
- At least 30 minutes during each CORE class
- At least 15 minutes during each Unified Arts class
- Students enrolled in Band and/or Choir will have additional synchronous time learning for those classes



6th Grade Sample Schedule

7:30-2:30	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Homebase or Advisory Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Core A Class • Submit CORE A attendance by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Core B Class • Submit CORE B attendance by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Core C Class • Submit CORE C attendance by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Core D Class • Submit CORE D attendance by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Submit Band/Choir attendance by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Unified Arts/PE Class • Submit UAT/PE attendance by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Unified Arts/PE Class • Submit UAT/PE attendance by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.

7th Grade Sample Schedule Parkland

7:30-8:00	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Advisory Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Core A Class • Attendance submitted by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Core B Class • Attendance submitted by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Core C Class • Attendance submitted by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Core D Class • Attendance submitted by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Band/Choir attendance submitted by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.

8th Grade Sample Schedule Parkland

7:30-8:00	Teacher Office Hours
8:00-8:15	<ul style="list-style-type: none"> • Advisory Check-in • Social-emotional
8:20-9:00	<ul style="list-style-type: none"> • Unified Arts/PE Class • Attendance submitted by 8:25
9:05-9:45	<ul style="list-style-type: none"> • Unified Arts Class • Attendance submitted by 9:10
9:50-10:30	<ul style="list-style-type: none"> • Core A Class • Attendance submitted by 9:55
10:35-11:15	<ul style="list-style-type: none"> • Core B Class • Attendance submitted by 10:40
11:15-11:45	<ul style="list-style-type: none"> • Lunch
11:45-12:30	<ul style="list-style-type: none"> • Core C Class • Attendance submitted by 11:50
12:35-1:15	<ul style="list-style-type: none"> • Core D Class • Attendance submitted by 12:40
1:20-2:00	<ul style="list-style-type: none"> • Band/Choir/SAT/Enrichment • Band/Choir attendance submitted by 1:25
2:00-2:30	Teacher Office Hours

*Teachers are available via email for questions throughout the day.



Special Education

Students serviced through an IEP will participate in virtual small group and/or individual sessions with their special education teacher and/or related service provider(s) during scheduled times of the school day. Services will mirror the IEP as closely as possible. IEP minutes will be provided by a combination of real time virtual sessions, pre-recorded lessons, and learning activities to practice skills taught.

Remote Learning Plans will be created for students whose IEPs, as written, are not possible to achieve in the remote learning day. [IEP & Remote Learning Plans: What's the Difference?](#)

Students serviced through a Section 504 plan will receive all accommodations, as outlined in the 504 plan, which are applicable in the remote learning environment.

IEP Meetings and Evaluations

IEP and Section 504 meetings will continue during remote learning. Evaluations that were unable to be completed at the end of the school year will take priority.

- IEP meetings will take place via alternate means such as videoconferencing or phone conference. Your child's case manager will be in contact with you to determine the most appropriate way to meet to ensure your participation in the meeting.
- Evaluations will continue to be completed. If your child is in the process of having an evaluation completed, a member of your child's evaluation team will contact you to discuss the planned evaluations and if any changes may be needed.
- The evaluation team or evaluator will call to make arrangements to complete specific assessments in person in one of the schools following strict safety procedures. (For example: Students and evaluators will wear face masks and evaluators will also wear face shields. Parents will be asked to wait in their car to reduce the number of people inside the building.)

New Content and Review/Practice

The focus of instruction will be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there will be communication between special and general education teachers, bilingual/ESL, and related service providers to support students' accessibility to instruction and in meeting their IEP benchmarks and goals. Any changes to programs or goals, if needed, will be made conforming with federal and state required procedural safeguards.



Special Education

Content Delivery

Assisting students in accessing the curriculum during remote learning should be a collaborative effort, just as it is in a typical school environment. Teachers and staff are encouraged to share resources and ideas with each other as much as possible. During this time, students with special needs will be given the opportunity to continue with learning that is consistent for all students while still designed to meet their individual needs. This learning will be based on the individual IEP.

Service Delivery Options

- Direct services via videoconferencing or phone
- Individual or group services via Zoom or Google Meet
- Daily/Weekly live group lesson
- Co-treatment is encouraged, as this allows multiple opportunities for staff and students to engage. Staff will collaborate with colleagues in order to schedule students.
- Consult services with parents/guardians via videoconferencing or phone
- Consult with teachers and staff
- Pre-recorded lessons related to student's goal areas.
- Instructions with modified lessons from online platforms

Social Emotional Learning

Social-emotional learning strategies are integral to students' learning and well-being. Many students have related services and social-emotional needs documented in their IEPs. Special educators will collaborate with the students' related service providers to work on activities that support students with stress/anxiety reduction and other SEL activities.

Service Delivery Options

- Direct services via Zoom or Google Meets
- Individual or group services via Zoom or Google Meets
- Co-treatment is encouraged, as this allows multiple opportunities for staff and students to engage. Staff will collaborate with colleagues in order to schedule students.
- Consult services with parents/guardians via videoconferencing or phone
- Consult with teachers and staff



Remote Learning Expectations

Students will...

- Be ready to learn and be on time (log in early to avoid technical issues)
- Own your own learning - make decisions, advocate for yourself, check daily lessons and timelines, and monitor your progress so you can ask for help when you need it!
- Provide evidence of your learning
- Complete and submit work assigned by teachers following classroom timelines and due dates
- Communicate with teachers throughout remote learning
- Participate in synchronous (real-time virtual learning) and asynchronous learning opportunities
- Follow guidelines from the student handbook, respect others, and be a positive participant in the learning community
- Abide by the District's Acceptable Use Policy for technology
- Be respectful during synchronous lessons and follow the teachers directions for video and audio
- Refrain from recording or taking pictures of the Chromebook screen while working online with his or her teacher

Parents/Guardians will...

- Ensure students are participating in the learning each day
- Communicate with teachers and/or building administration if questions or concerns arise
- Establish a routine for learning at home for your child
- Encourage children to advocate for themselves as learners and to complete assigned work
- Allow the learning process to take place and for students to own their own learning
- Sign up for the Family Portal on My Otus, the Learning Management System
- Consider establishing an area in the house that is your child(ren)'s school work space
- Refrain from recording or taking pictures of your child's Chromebook screen while he or she is working online as our teachers deliver lessons



Remote Learning Expectations

Teachers and Staff will...

- Focus on students' social-emotional needs
- Create learning opportunities that are aligned to prioritized curriculum
- Post assignments and lessons daily on My Otus
- Utilize resources for help if needed (coaches, digital techs, admin, colleagues, etc)
- Provide high-quality remote instruction
- Be present during the school day via email, chat, office hours and phone (Elementary 8:30 to 3:30, Middle School 7:30 to 2:30)
- Provide students with assistance and feedback on their learning
- Communicate with parents and/or administration if there are concerns regarding students
- Attend virtual building, team, and collaboration meetings as well as SDWs
- Provide a background for instruction free of distractions (auditory and visual)
- Have a professional appearance with the video on during all video sessions

Admin will...

- Support students and staff
- Monitor student attendance
- Consistently communicate internally and externally any changes during remote learning in alignment with district decisions
- Focus on students' social emotional needs
- Support student expectations as outlined in the student handbook and the District's Acceptable Use Policy
- Support student and staff well-being
- Help ensure students have instructional materials/resources
- Follow up with families if there are concerns about a student's level of engagement
- Review teacher learning experiences and feedback to students
- Meet regularly with staff in large and/or small groups



FAQs

Will attendance be taken?

Yes, attendance will be taken every day and will be recorded in Skyward. If your student is absent due to sickness, family vacation, etc. you need to call the school office and report your student's absence.

*If your student is sick, but still able to participate in remote learning, we ask that you contact the Health Office to report your student's illness.

Will assignments be graded?

Traditional grading will apply for assignments, projects and assessments.

If my student needs additional help, when will teachers be available?

Student support will be available on Monday through Friday, 8:30 AM to 3:30 PM for elementary students and 7:30 AM to 2:30 PM for middle school students. Please remember there will be various scheduled synchronous times throughout the day when teachers will also be available.

How will the district provide social-emotional support during Remote Learning?

Social-emotional curriculum will be delivered by staff during homebase/advisory time in the middle schools and at various times during the elementary school schedule.

In addition, our Psychologists and Social Workers are available by appointment.

Will the district provide food service during Remote Learning?

The district will provide food service during Remote Learning. The district will send an email to families once the district determines distribution procedures.



FAQs

What is the status of athletics and clubs in the middle school?

Unfortunately, Fall sports have been cancelled. District 15 is currently evaluating whether certain clubs can still be conducted remotely.

How can my student access WiFi?

Hotspots for increased connectivity from home will be available for families who demonstrate financial need. To request a hotspot, contact your building principal's secretary.

Will student fees be reduced?

No, the district is still providing resources to students during Remote Learning. Registration fees include record keeping, a Chromebook, middle school textbook rentals, workbooks, etc.

How will you service English Learners (ELs) during remote learning?

English Language Development (ELD) teachers will continue to support ELs by working with small groups of students virtually or by pushing into classroom virtual meetings. English language assessment was completed in January 2020 allowing District 15 to correctly identify students who need support. Students new to District 15 who speak or hear another language in the home, will continue to be assessed within the first 30 days of beginning school.

If my child is in a One-Way Dual language or bilingual classroom, will they continue to be instructed in both English and Spanish?

Yes. Students in a One-Way Dual language or bilingual classroom will receive instruction in both English and Spanish throughout the remote learning school day.

