

Evanston/Skokie School District 65

REMOTE LEARNING

Guide for Families



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A Message from the Superintendent

Our District 65 educators and staff members cannot wait to welcome our students back for a new school year! While nothing can truly replace in-person interaction and engagement, we are confident that we can create high quality learning experiences for our children. While we will use technology to facilitate a significant amount of teaching and learning, we are emphasizing community-building, well-being, and educator to student and peer connections.

While we do not yet know what the future will bring, we know that we will have all students participating in Remote Learning through this first month of school and others that will continue in this pathway through the 2020-2021 school year. We are very proud of the work our educators did in the spring and appreciate the commitment that they made to serve students remotely. As we enter this school year, our focus is on building on the many strengths of the spring remote teaching while enhancing the overall experience for students and educators. We have reflected upon the feedback offered by students, educators, and families based on their experience this spring in drafting the guidelines contained within this document that are effective through September 25. We also hosted a summer-based task force of various educators, members of our Curriculum and Instruction

team, and district and school administrators who collaborated on these guidelines in accordance with those issued by the Illinois State Board of Education. All of these factors mean that remote learning will look different in the fall than it did in the spring. To provide greater clarity on what you can anticipate for the coming month and possibly beyond, our team has developed the guidance contained within this document.

We know that the return to remote learning likely brings up a lot of emotions for your children and for you. We know how much our students long for that personal interaction with their teachers and friends. We know that many of you felt as though you had to assume the role of educator while likely balancing many other personal and professional commitments. This was hard and we appreciate each of you for your efforts in support of your child(ren)'s learning. In the coming month, you can expect our educators to truly deliver remote learning that will meet the needs of the learners in their classrooms through live engagement, regular instruction, meaningful learning tasks, monitoring and responding to student learning, and leaning into stronger routines and communication practices. As an organization, we will continue to be receptive to feedback to strengthen the learning experience of students who will continue in Remote Learning beyond September.

We ask for your continued support and collaboration. On behalf of our educational community, I thank you.

- Dr. Devon Horton, Superintendent

2020-2021 Learning Pathways

This summer, District 65 asked all families to select their preferred learning pathway (Remote or In-Person) for each of their children for the 2020-2021 school year. After extending the deadline based on feedback from families, these selections were due via the SISK12 Parent Portal on August 5.

The District is continuing to review data based on families' selections, staffing considerations, and updated building capacities to build potential class schedules. All of these pieces largely impact the other. While it is our desire that we are able to safely accommodate all students whose families preferred in-person learning, it may be necessary to prioritize student return based on [guidance as recommended by the Illinois State Board of Education](#) (ISBE):

*A **high priority** should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language supports when building an equitable schedule for Blended Remote Learning Days. These students should be in attendance in-person daily during Blended Remote Learning Days. In addition, schools should consider prioritizing in-person instruction for students under the age of*

13 and those who have had greater difficulty learning remotely, as evidenced by the intake form and attendance rates from spring 2020 (p.15).

2020-2021 School Calendar

To allow for full preparation of implementation measures, including training and support measures for staff, and continued monitoring of public health metrics, the below amendments to the 2020-2021 school year were approved by the School Board on August 10, 2020. The 2020-2021 School Calendar At-A-Glance is available at district65.net/calendar.

| | |
|--|--|
| August 20-21, 24-26 | Staff Institute Days/Remote Learning Planning Days (No School for Students) |
| August 27 | First Day of School (K-8) <u>All students will begin the school year in Remote Learning regardless of which pathway they chose.</u> |
| August 27 - September 25 | Remote Learning for All Students |
| September 29 November 16 January 19 | In-Person Learning Option Begins* <ul style="list-style-type: none"> • In-Person Learning will be Tuesdays-Fridays • All Mondays will be Remote Learning. There will be no in-person instruction • All scheduled (half day) School Improvement Days will be cancelled for the 2020-2021 school year: <p><i>*For students who have selected the in-person pathway and staff who are returning in-person. Remote Learning will continue for students and staff on that pathway.</i></p> |

Remote Learning Overview

In District 65, every child will be empowered and supported to productively continue their grade-level learning. This includes full access to learning, a welcoming classroom community with clear routines, structures and norms, and feedback to support ongoing learning and will lead to at least a year's learning in a year's time.

As a community, we must continue to acknowledge the challenges and inequities many of our students and their families face. Yet, we hold the promise of affording quality learning experiences for all of our students in this challenging time and we continue to be immensely grateful to all of our educators and hardworking staff and leaders for making this possible.

Please note that information contained within this document is subject to change based on collaboration with our educators as well as updated guidance from the Illinois State Board of Education.

Remote Learning Guiding Principles

Schools, educators, and school leaders will be encouraged to build daily routines and structures for students. Clear, concise, and regular communication between schools and families will continue to be established to give feedback on student progress and performance. Opportunities for regular social emotional learning will be included for students to connect with their educators and classroom communities.

Remote Learning Expectations

We are committed to engaging all students in remote learning opportunities that are relevant, engaging, and aligned to State Standards. Expectations for the district, schools, educators, students, parents and caregivers, and non-teaching staff have been established to ensure that remote learning is engaging at all levels.

District

District 65 will develop a thoughtful, accessible remote learning plan using educator input to address the diverse needs of the D65 community, while centering the needs of marginalized students and families in the planning process. District 65 is committed to working collaboratively with schools and community agencies to define needs, identifying needed resources in the community (academic, health, social, emotional), and connecting families to resources.

Schools

District 65 schools will implement remote learning plans and communicate regularly with all stakeholders including educators, staff, students, families, and Evanston/Skokie residents. All schools will be expected to develop plans to check on students' well-being while also assisting caregivers in developing the skills necessary to support remote/blended learning.

Educators

Educators will provide beginning of the year communications to families that supply information on class/course schedules, learning expectations, and communication times and preferences. Social emotional learning will be a core component to the work that educators provide, including building relationships with students, remaining flexible with student needs and assignments, and providing regular feedback to students on progress related to learning activities and student work.

Students

Students are expected to fully engage in all assigned classes. Please refer to the school handbook for information on the full course of study. District 65 students will be expected to join all classroom meetings to the extent possible, access instruction to support the completion of assigned work, and complete assignments by their due dates or communicate with the educator to request an extension to complete necessary work. Students are asked to be respectful to themselves, their peers, and their educators.

Parents/Caregivers

Parents are asked to review beginning of the year educator communications on learning expectations, digital platform expectations and learning schedules and routines. Parents should support their students by finding an environment where they can optimally engage with remote learning daily and consistently. Additionally, parents can continue to support their students' academic efforts by encouraging age-appropriate independence and self reliance for completing their remote learning work. Parents can collaborate with their children's educators regarding their progress and work, just as they would during the traditional school year.

Non-Teaching Staff

Non-Teaching staff are expected to participate in virtual/remote classrooms to better assist students during class times or online availability. They will collaborate with educators to assist them in relevant educational duties such as attendance taking, organization, and facilitating small/large group instruction. Additionally, they will provide academic and emotional support to students before, during, and after class sessions and will conduct regular wellness checks for disengaged students via phone and, whenever possible, in-person means. Non-teaching staff will assist parents and families by forming parent support groups to help caregivers navigate remote and blended learning expectations and/or technological challenges.

Student Engagement (Instructional Time)

As part of the guidance released by the Illinois State Board of Education, days of instruction during a public health emergency must include at least five clock hours. This includes a combination of instruction and school work for each student for Remote or Blended (in-person and remote instruction) Learning Days.

Learning activities may include, but are not limited to, in-person instruction, the educator delivering instruction via recorded video or synchronous platform, remote small group work via breakout rooms or conference calls, independent/flexible student work time, and virtual/telephone educator-student check-ins. If using non-interactive platforms, students must have the means to confer with an educator and receive feedback before assignments are graded or assessments are administered.

In District 65, Remote Learning Days will include access to instruction in all content areas in all grade levels. Educators are asked to integrate literacy skills (reading, writing, speaking, and listening) and social emotional skill instruction throughout students' learning experiences. In addition, community building and connections will be emphasized throughout the instructional day.

Instruction

K-5 Instruction

Live Interaction

All K-5th grade students will engage in a minimum of two live check-ins daily: a morning meeting and a sunset circle. The goal of these live engagements is to build community, develop relationships and support social emotional learning development. The times for these meetings are set at the times below:

K-5 elementary schools:
9:00 AM Morning Meeting
3:00 PM Sunset Circle

Magnet Schools: K-5 Grades
8:00 AM Morning Meeting
2:15 PM Sunset Circle

Curricular Learning

All students will engage in learning across all of their subject areas while participating in remote learning. Students will have daily learning in literacy, math, physical education, the arts, library, computer science or SEEL (depending upon the grade level and arts schedule). Science and social studies will be offered over the course of the year and in some cases will be integrated into other disciplines or taught independently. Your child's daily schedule and learning routines will be provided by your classroom teacher.

Learning will include a blend of instruction, collaborative and individual work and will also be a blend of teacher-guided and independent work.

K-5 Sample Schedule

A sample schedule for a K-5 grade student may be similar to the chart below (Please note that this is only a sample schedule - your child's schedule will be provided by your child's classroom teacher):

| | |
|------------------------|---------|
| Morning Meeting | 9:00 AM |
|------------------------|---------|

| | |
|---|----------|
| Literacy Block with a blend of live engagement and/or recorded lesson and independent work | 9:20 AM |
| Physical Education | 10:40 AM |
| Math/Science Block with a blend of live engagement and/or recorded lesson and independent work | 11:00 AM |
| Lunch/Recess/Break (12:00 PM Districtwide Lunchtime - K-2 is 12:00 - 1:00 and 3-5 is 12:00 - 12:45) | 12:00 PM |
| Math/Science Block Continues with a blend of live engagement and/or recorded lesson and independent work | 1:00 PM |
| Literacy Block Continues - Writing with a blend of live engagement and/or recorded lesson and independent work | 1:40 PM |
| Fine Arts Engagement | 2:20 PM |
| Sunset Circle | 3:00 PM |

Middle School Instruction & Schedule

The middle school will follow a similar schedule to what they would follow if they are onsite for learning. A sample schedule is below. The student will build a template of their schedule with consistent Zoom links for class instruction. Students are expected to engage in class daily based on direction from their teachers. Some days may be direct instruction and some may be student work with access to the educator to answer questions.

| Period | Time | Class/Subject | Zoom Link |
|--------|-------------|--|-----------|
| 1 | 8:30-9:12 | Literacy and Language Arts | |
| 2 | 9:15-9:54 | | |
| 3 | 9:57-10:36 | Science | |
| 4 | 10:39-11:18 | Social Studies | |
| 5 | 11:21-12:01 | Lunch | |
| 6 | 12:04-12:44 | Math | |
| 7 | 12:47-1:27 | | |
| 8 | 1:30-2:09 | PE | |
| 9 | 2:12-2:51 | Advisory/Spanish for Spanish Speakers or World Languages | |

| | | | |
|----|-----------|--------------------|--|
| | | (if gr. 7/8) | |
| 10 | 2:54-3:35 | Fine Arts Rotation | |

Middle School Live Interaction

Middle school students can expect live engagement with their educator in at least half of their classroom periods. This live engagement may include classroom instruction, community building, social emotional learning, and/or class meetings. Educators will set the timing of live interactions based on their curriculum and the nature of student work and assignments.

Middle School Curricular Learning

All students will engage in learning across all of their subject areas while participating in remote learning. Students will have daily learning in literacy, math, physical education, science, social studies, the arts, advisory or world languages. Your child’s daily schedule and learning routines will be provided by their school and classroom educators. Middle school schedules are available in SISK12.

Learning will include a blend of instruction, collaborative and individual work, and will also be a blend of teacher-guided and independent work.

Middle School Class Meetings

In middle school, weekly meetings will be incorporated as an opportunity to build ritual, connect as a community, engage in SEL check-ins and learning, as well as frame the expectations for the week and/or reflect on how the class and/or individuals are doing personally to fulfill remote learning responsibilities.

Park School Schedule

Park School will follow similar structures as listed for other grade levels; instruction will be tailored to meet the academic and therapeutic needs of students. Each child’s grade band will have scheduled live group lessons. Live support will also be available during other lessons/activities and will be scheduled with a child’s teacher based on interest and day/time preference, between the hours of 9am-3:15pm. These other activities can include: Live individual lessons with a paraprofessional, Teletherapy with related service (speech, OT, PT, vision), Coaching / Individual lessons with teacher, Small group lessons with classmates.

Monday Learning Routines

(Updated September 9, 2020) In the fall, Mondays will be a blend of student engagement and educator professional learning and collaboration. This is intended to balance the need for connection and routine for students with the need for educators to learn and collaborate in

this environment.

Monday Schedule

- All grade levels will have live student and educator engagement for the first 30 minutes of the school day
 - Magnet: 8-8:30am, Middle 8:30-9am, and Elementary 9-9:30am
- At the JEH Early Childhood Center, students from the morning and afternoon session will be invited to participate during the 30 minute morning check-in.
- For K-8, the remainder of the school day (4.5 hours) will be asynchronous learning and engagement activities. This means that learning tasks can be done independently and at a student's own time and pace.
- Learning activities will be assigned by your child's classroom educators and will take into account instructional learning requirements by the Illinois State Board of Education. We ask that students go at their own pace while making their best effort.
- Educators will look to make core activities into a regular weekly routine to allow for student independence and to build familiarity.
- Where possible, we will also introduce screen free activities.

Sample Learning Tasks

Learning activities will be assigned ahead of time by educators. Below are a couple examples of the type of tasks that students may be asked to complete. These will depend on grade level.

- Weekly Practice Activities in Reading, Writing and Math:
 - Math Practice: Online personalized learning tools: ST Math, IXL
 - Reading & Journaling and/or Responding to Reading: Drawing on books at home and/or ebook resources like Reading AtoZ, EPIC, NewsELA, D65 ebooks, and/or StudySync
- PE and Fine Arts Lessons (pre-recorded and/or posted)
- Additional Ideas of Possible Assignments include:
 - Purposeful play time for younger students
 - Student-driven projects aligned to learning
 - Unplugged learning activities driven by a Choice Board or Learning Task
 - Completion of previously assigned work

Attendance

All students will be marked as 'Present' on Remote Learning Days unless a parent or caregiver reports to the attendance clerk or educator that a child is absent and will not be participating in any remote learning daily activities.

Educators will monitor and keep a record of student engagement. If and when a student is found to be chronically absent or not engaged in the learning, an educator or staff member

will contact the child's family to discuss concerns and options, including a student support plan.

Attendance Procedures

If a student is not able to participate in learning due to illness, observance of religious holidays, death in the immediate family, family emergency, other situations beyond the control of the student, or other circumstances that cause reasonable concern to the parent/guardian for their child's safety or health (excerpt from D65 Family Handbook for excused absences), a parent/guardian is required to call or email their child's school and report the absence by providing the name of the child, grade, homeroom educator, and the reason for absence.

To report an absence, please call the main number of the school and follow the automated reporting instructions by 10 AM (and by 1:30 PM for PreK PM ½-day programs). If a student is marked absent for 3 or more consecutive days, schools will follow up via phone or email with the student and their family to identify next steps.

During remote learning, attendance, tardy and truancy letters will **not** be generated and sent through SISK12 to families.

Grading

District 65 is returning to standard end of term grading policies for the SY21 school year, with provided exceptions. This aligns to the recommendation by the Illinois State Board of Education.

Grading during Remote Learning will be based on formative and summative assessments of learning which includes completion of regularly assigned learning tasks. Educators will provide students and families with regular feedback of student work to support ongoing learning. Educator feedback will be actionable, specific, and timely. Educators will be expected to share how students will be assessed on assignments, provide multiple opportunities for students to show mastery over a subject or competency, and use compassion, along with their best professional judgements, when assessing and grading student work and progress.

Students will have the opportunity to submit missing assignments to their educators before the end of a term. Students may turn in assignments up to two weeks late and still receive full credit. Please note, assignments completed on time are most supportive of student learning. Assignments that are received more than two weeks past the original deadline may not receive full credit.

Special Education

During Remote Learning, students with IEPs and 504 plans will continue to receive services and support tailored to their individualized educational needs. School case managers will contact parents prior to the first day of school and partner with them to meet virtually to develop/update each student's Individualized Remote Learning Plan (IRLP) to reflect the increased expectations for student engagement. Lessons, interventions, and therapeutic services will be provided in both live and recorded virtual formats. Paraprofessionals will continue to be assigned to students to provide support in daily learning.

Section 504

School teams will continue to meet and review 504 accommodations for each student annually. This year, teams will need to specifically consider how to implement accommodations in the remote setting. Contact your child's 504 case manager if you have specific questions about your child's plan.

Two Way Immersion (TWI)

Regardless of the learning environment setting or pathway, all TWI students will receive synchronous and asynchronous instruction for a total of 5 ³/₄ hours of learning.

Emergent Bilingual/EL Services

Emergent Bilingual and English Learner students and their families will continue to be supported by their educators in their language learning and home communication. EB/EL students will receive live and independent instruction during Remote Learning. Students will have opportunities to practice both their receptive (listening and reading) and expressive (speaking and writing) language skills during specific classes.

Remote Learning Platforms

District 65 is focused on streamlining remote learning communication while centering and balancing the needs of families, students and educators. Specifically, the following items are being considered:

- Families with students in multiple grades and schools
- Varying levels of access to technology among our families
- Learning curve of our educators
- The needs of our diverse learners including emergent bilinguals and students with IEPs

To maintain consistency and standardize delivery of learning experiences, educators will continue to use the same Remote Learning Platforms as in the spring - SeeSaw (PreK-2) and Google Classroom (Grades 3-8).

SeeSaw

During remote learning, PreK-2 educators will use the SeeSaw learning platform to engage with students and for students to share work with educators and parents. Students can use Seesaw learning tools to post to their journal, view and respond to activities, view announcements from the teacher, and comment on their own work. Students cannot log in as another student, see another student's work, or comment on another student's work within this platform. Please look for an invitation from your child's classroom teacher to join the student learning journal.

Please visit the [D65 website for resources and tutorials](#).

Google Classroom

Grades 3-8 educators will use Google Classroom to engage with students during remote learning. Through Google Classroom, students can receive assignments, communicate with their teacher(s), and receive grades and feedback.

Please visit the [D65 website for resources and tutorials](#).

Google Meet

Google Meet is a video conferencing tool that may be used to host live class sessions in grades PreK-8. These may include class meetings, morning routines, and small group support or follow learning.

Other Platforms

During Remote Learning, educators and students may also use:

- Zoom (videoconferencing)
- District 65 email
- SISK12
- Classroom Websites
- Printed materials at community meal sites
- Other tools approved for use by School Principal and Assistant Superintendent of Curriculum & Instruction.

The 'Remote Learning' section of the District 65 website contains [video tutorials, instructions, and other helpful technology resources](#) for using learning platforms.

Student Support Hotline

(Updated September 15, 2020) District 65 has established a Student Support Hotline for students and families to obtain ongoing support with remote learning or if they are unable to access any of their student(s) remote learning platforms. Going forward, the Student

Support Hotline will be available on Mondays-Thursdays from 8:30am-3:30pm. The hotline is hosted via zoom and can be accessed at district65.net/studentsupporthotline. When accessing the link, you will be brought into a virtual waiting room. Once you are entered into the waiting room, a member of our team will serve you as soon as possible.

Communication

District 65 recognizes the importance of communication between educators and students and their families. The following expectations have been established to maintain consistency and ensure the appropriate flow of communications:

- Staff will respond to all communication requests in a timely manner (48 hours) during scheduled hours via phone (Google Meet) or email.
- Streamlined communication between educators, students, and families so there is a clear understanding of what is expected and how students are doing
- Educators will provide a “beginning of the year” communication that clearly communicates the class or course schedule, learning expectations, schedule, and communication times and preferences. This information will be posted to a class website or other platform that is available to families throughout the school year.
- An overview of the week’s learning and assignments will be made available in a timely manner (posted weekly by Monday at 9AM) in SeeSaw and Google Classroom. Links will be posted for assignments, when possible, to support flexibility.
- Assignments will be made available to support families and community partners in knowing what is expected of students.
- Educators will remain flexible with pacing and student assignments. Efforts will be made so that students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations. This includes ensuring assignments and accompanying resources offer student choice and are posted at the beginning of the week and are due before the start of the following week.

Google Meet Phone Calling

Educators will utilize Google Meet Internet Calling if there is a need to call parents during Remote Learning. As a recipient of a Google Internet Call, the incoming number will have a number and Caller ID from out-of-state.

Video Conferencing

Educators may select Zoom or Google Meet as their primary video conferencing tool to be used to host live class sessions in communication with students during Remote Learning. District 65 views live sessions to be best for class meetings, morning routines, and small group support and can be a good tool for delivery of instruction.

Educators are asked to set a consistent meeting link for repeating meetings (morning meeting, sunset circle, 6th algebra class, etc.)

Technology

District 65 is committed to engaging students in learning opportunities even when they cannot physically be in schools.

- District 65 will provide every child in grades Pre-K-8 with a district-issued device, either a Chromebook or iPad. Device distribution for any student who does not already have a device will occur on August 24 and August 25 for K-8 grade students; details will be forthcoming for early childhood students. Distribution details can be found [here](#).
- Students who experience issues with technology or need assistance troubleshooting may contact (847) 859-8101 (English) and (847) 859-8102 (Spanish).
- District 65 will provide families who do not have or cannot afford home internet access with district-issued hot spots. Information about affordable internet programs can be found [here](#).
- District 65 Innovation Facilitators, Technology, and Family Engagement Teams are collaborating to provide training opportunities for families on technology devices and learning platforms.
 - Live and recorded sessions will be available via the District 65 website and may include topics such as Understanding System Requirements, General Chromebook and iPad use, iPad accessibility features, SeeSaw and Google Classroom Basics, Logging into Clever and SISK12, Communicating with your Child's Educators, and Digital Safety and Citizenship.
 - Sessions will be provided in multiple languages to increase access and support.

District-Issued Devices

District 65 has a device available for every child which may be picked up on Monday and Tuesday. If a family already has sufficient technology for each of their children to use for remote learning and do not believe they need a D65 device, we ask that you review the guidance below. If your device meets the guidance, picking up a D65 device is not necessary or required. If the device does not meet the below requirements, a district device should be picked up on the scheduled distribution date. Below is recommended technology by grade level to support high quality teaching and learning:

Kindergarten to 2nd Grade: Students will be using iPad apps and tools to access learning; therefore, students should have an iPad to support class engagement. A family device should meet the following specification: iPad Mini 2, iPad Air 2, 5th generation, 6th generation. Families can go to Settings>General> About and it will display the model name. D65 provides a D65 self-service store for District provided Apps and blocks access of the

Apple app store. Educators will use apps from the D65 App Store and it may be necessary for families to download apps on personal devices to access learning.

3rd to 5th Grade: - Students will be using Apps from Clever and the Google Suite. These tools are accessible on Chromebooks, MacBooks, or a PC. It may be possible that students would not be able to use classroom apps if they have a device with Windows and that our tech services team may be able to provide limited support..

6th-8th Grade: Students will be using iPads, Apple Creativity tools, and apps from the D65 App Store. Some of these tools are used in our core educational experience. Therefore, all middle school students should have a D65 issued iPad.

If and when students at all grade levels begin in-person instruction, a district-issued device will be provided to them for their use in school.

Technology for Park School

Park School is working closely with the D65 technology department to ensure that technology meets the accessibility needs of our students. Park has created its own kits of school supplies and are working on gathering additional equipment and assistive technology that will support students with Remote Learning. If there are additional tools or equipment that is necessary, the school will work to provide as soon as possible. More information will be sent regarding pick-up times. If it is not possible for you to pick up your child's supplies and/or technology, we will make arrangements to have the materials delivered to your home.

Connectivity Suggestions

- When streaming video (YouTube), reduce the quality to 720p or even 480p. 1080p (default) requires 1-5 MB/s of bandwidth, and if several students are doing that at one time, then the network can very easily become bogged down. This can be configured by clicking the gear/settings icon from within a YouTube video.
- Ensure that the workspace students are using is near an access point/router. The signal can be weak if it travels through several walls or a long distance. You can check your current network speed by using a speed test <https://speedtest.xfinity.com/>
- Good speed test results should be less than 100ms ping, at least 1-5 mb/s download per student, and at least 1mb/s per upload. Any lower values (or higher for ping) would mean that the network likely will not support access to learning.
- Watch videos as a group if possible/applicable.

School Supplies

New! For students in K-5 grade, supply kits have been purchased by the district with items identified by educators and administrators. The list of supply kits that will be distributed to

students can be viewed [HERE](#). This decision was made to reduce cost for families, waste of supplies that may still be in good condition, and inequities between students. Supply fees were included with general student fees. There are no supply lists or need to purchase additional supplies. Supply kits can also be picked up during the technology distribution [on August 24-25](#). More information about school supplies for middle school students will be forthcoming from their school.

Supplemental Learning

District 65 recognizes that students and families may want to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work. Educators may provide suggestions for enrichment opportunities and independent projects for families who are interested. These will not negatively impact a student's grade.

Some of this work can be supported using D65 web-based platforms as one alternative for supplemental work. Students can access many resources through their '[Clever Login](#)'. Resources are personalized to each student's needs and assigned classes through their login. Students can access thousands of books and articles through literacy databases including BrainPop, BrainPop Jr, BrainPop ESL, IStation, and Newsela. In addition, students can sharpen their skills through ST Math, Eureka Math, and TypeTastic. Login to Clever to see all that's available!

Students can login with their Clever Badge or their studentID@district65.net email address. Their password is their 8-digit lunch pin. Please call technology support at 847.859.8101 (English) and 847.859.8102 (Spanish) if you need help logging in. Tools that are available vary by grade level but include the following:



ST Math



Tynker



IStation



Learning
A-Z



Newsela



Seesaw



BrainPOP

Student Meals

(Updated October 29, 2020) District 65's Nutrition Services Department offers appealing and nutritious meals to promote the growth and development of every student. All schools offer freshly prepared, balanced lunches daily and, new this school year, breakfast will be available for students at every school. Meals will be available to all students regardless of the remote or in-person learning pathway that they choose.

Meals will be available to pre-order for remote learners. Pre-orders can be submitted on a weekly basis or once at the start of the school year. Curbside pick up will be available every

Monday (or Tuesday if Monday is a holiday) from 10am-1pm at the locations listed below. Families will have the ability to pre-order breakfasts, lunches, or both, and will receive enough for the week. In addition, a late meal pick-up option will be available at King Arts and Chute from 3pm-6pm. Students or their parents/caregivers may pick up meals from any of the locations listed below.

The Nutrition Services Departments (D65 & D202) are excited to announce that we are able to **offer meals free of charge**, to all children ages 18 and under. This is made possible through a waiver sponsored by the USDA (effective through June 31, 2021).

Families should complete meal applications regardless of updated costs as the status of the application has benefits beyond the meal program, such as free or reduced school fees.

[Pre-Order Form](#) (Available in English and Spanish)

View Menu ([English](#)/[Spanish](#))

View Storage/Heating Instructions ([English](#)/[Spanish](#))

Curbside Pick-Up Locations:

Chute (1400 Oakton St., main parking lot) 10am-1pm OR 3-6pm

Nichols (800 Greenleaf St. (enter parking lot off Sherman Ave.) 10am-1pm

Haven (2417 Prairie Ave., enter parking lot off Green Bay Rd.) 10am-1pm

King Arts (2424 Lake St., pick up on Greenwood St.) 10am-1pm OR 3-6pm

Walker Elementary (3601 Church St., parking lot off Church St.) 10am-1pm

Fleetwood Jourdain Community Center (1655 Foster St.) 10am-1pm

Evanston Township High School (1600 Dodge Ave., Door 27 off Wildkit Dr.) 9am-6pm

Please reach out to the Nutrition Services Department at 847-859-8130 or nutritionservices@district65.net with any questions.