

Caregiver Guidebook



Joliet Public Schools District 86

Superintendent

Dr. Theresa Rouse, Ed.D.

Fall 2020

The Caregiver Guidebook was developed to be a resource for caregivers as we navigate through our remote learning journey. This document outlines the processes and procedures for the fall trimester. The information in this document will be updated regularly as we receive additional information from the Illinois State Board of Education. Thank you, in advance, for supporting our students each and every day. A very special thank you to the District Instructional Committee that has dedicated countless hours creating this document.

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Purpose of the Caregiver Guidebook

- To provide families with information, support and guidance needed to navigate remote learning.
- To provide an opportunity for families, students and teachers to remain connected and engaged with academic content in a remote setting.
- To provide families and students with meaningful communication and feedback consistently to support and encourage learning.
- To effectively communicate academic progress to students and families.

Learning Models

Traditional Learning- Learning occurs when the teacher and student physically meet in the classroom (five days a week) while maintaining social distancing and following safety measures outlined by the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH).

Hybrid Learning- Learning occurs both in the school classroom and via remote learning.

In-Person Learning- The teacher and student meet physically in the classroom (One day a week) while maintaining social distancing and following safety measures outlined by ISBE and IDPH.

Remote Learning- Learning occurs when students and teachers meet virtually.

Guiding Principles

- ***Focus on a Safe and Healthy Learning Environment***
 - Prioritizing safety guidelines from the Illinois State Board of Education.
- ***Focus on Equity***
 - Ensuring access and equity for all students
- ***Focus on Social Emotional Learning***
 - Students will receive daily social emotional lesson from our District curriculum:
 - Second Step (K-5)
 - Character Strong (6-8)
- ***Focus on Quality Instruction***
 - Students will have an opportunity to receive small group instruction.
 - Students will have an opportunity to receive synchronous and asynchronous instruction.

Equity Statement

Recognize, Respect, Value, and Respond to the diverse needs of our students and the Community.

Glossary

The following terms will help provide a foundational understanding for the content that follows:

Caregiver	Caregiver refers to parents, guardians, family members, or paid person in charge of the student's care while attending school.
Hybrid Learning	Refers to the place learning happens; in-person and online.
Remote Learning	Education that takes place entirely online.
Synchronous Learning	Instruction with the teacher is in real time, in person or online.
Asynchronous Learning	Students access learning at different times, and work through it at their own pace.
Browser	An application that allows you to access the internet. Chrome, Firefox, and Safari are examples.
Chrome Extension	Small software programs that give you additional features on any given website within your Chrome web browser.
App	A computer program that needs to be downloaded to your device.
Hyperlink	Similar to an address, a hyperlink directs you to a website or web-based document.
Formative Assessment	Assessment done during the learning process to inform how the teacher should modify future learning experiences.
Summative Assessment	An assessment done at the end of a unit to gauge a student's understanding.
<u>Instructional Reading Level</u>	The reading level at which a student reads at least 95% of the words correctly and understands at least 75%-89% of the text. An instructional level is not too easy or too hard.

School Calendar

[2020-2021 Revised School Calendar](#)

Family Care 101

We are committed to ensuring that self care is a priority during these unprecedented times. We will dedicate a time each week for our students to focus on self care. Talk with your child about these activities and practice some of the strategies with them. Activities do not have to be complicated. Playing a family game, taking a walk together, or cooking healthy meals and eating together are simple tasks that are beneficial.

There are many online resources available for families as well. Below are links from [The Child Mind Institute](#) that may be helpful during these challenging times.

[Parent/Caregiver Self-Care During Covid-19](#)

[Supporting Families During Covid-19](#)

[Talking to Kids about the Coronavirus Crisis](#)

[Mental Health Resources](#)

[Academic Support for Online Learning](#)

[Community Resource Guide](#)

Health and Safety

Caregivers are expected to report a student absence. Office staff will be expected to obtain specific information about the absence from caregivers when it is being reported. Information will be recorded and shared with school nurses and/or appropriate personnel.

Visitors

- Face coverings are a requirement for all visitors entering the building.
- Appointments are encouraged.

Attendance Hours

<p>Students</p> 	<p>Students will be in attendance for 5 hours. Most students will either attend from:</p> <ol style="list-style-type: none">1. 8am - 1pmor2. 9am - 2pm
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1. Within the first 20 minutes of class, teachers will enter attendance in Aspen.
2. Students that log in after attendance is taken will be marked tardy by the teacher.
3. Students that do not attend school during the specified time will be marked absent.
4. A secretary/administrator at the school will check Aspen at an agreed upon time and call parents/guardians of absent students.
5. Teachers will update attendance as needed (tardies, students leaving early).
6. If a student is going to be late or is unable to connect to the internet, the student or caregiver will need to contact the school (call the office, REMIND message the teacher, email the teacher, etc).

Sample Schedule for 8:00am start time

Time	Subject	Mode
8:00 AM - 8:30 AM	Morning Meeting/Second Step Activity/Attendance	
A lunch break will be designated in your child's schedule each day.		
8:30 AM - 1:00 PM *Schedules will vary based on teachers.	Instructional Blocks -Math -Reading -Music, Art, PE, Character Edu, Math Lab, Lit Lab, Health Lab -Brain Breaks -Science -Social Science -Band, Choir, Orchestra -Intervention	Zoom Block with teachers Homeroom teacher will invite other teachers, administrators, and the students in the group. Attendance is taken daily. Students stay logged in.

Sample Schedule for 9:00am start time

Time	Subject	Mode
9:00 AM - 9:30 AM	Morning Meeting/Second Step Activity/Attendance	
A lunch break will be designated in your child's schedule each day.		
9:30 AM - 2:00 PM *Schedules will vary based on teachers.	Instructional Blocks -Math -Reading -Music, Art, PE, Character Edu, Math Lab, Lit Lab, Health Lab -Brain Breaks -Science -Social Science -Band, Choir, Orchestra -Intervention	Zoom Block with teachers Homeroom teacher will invite other teachers, administrators, and the students in the group. Attendance is taken daily. Students stay logged in.

First Weeks of School

Whether in a distance learning environment or a face to face one, starting off the school year on the right foot matters!

In the first few weeks of school, students will learn about classroom norms, routines, technology, and procedures useful in the Remote Learning Model.

Students will engage with their teacher and classmates through get to know you activities that will build classroom community, trust and collaboration.

Nutrition Services

The United States Department of Agriculture (USDA) has announced that waivers will remain in place for the 2020-2021 school year to accommodate non-congregate meal service. This important waiver means that the District can continue to serve meals to our students as they receive delivery of education through the Remote Learning Instructional Model.

- Meals will only be served to K-8th grade students that are enrolled in the Joliet Public Schools District 86 school district.
- Meal pick-up days will be Monday and Thursday.
- Health and safety protocols and procedures will remain in place for curbside meal distribution.
- Nutritionals will continue to be reviewed by Nursing Services staff to ensure compliance with dietary restrictions.

Social Emotional Learning



This program helps children apply the knowledge, attitudes, and skills needed to understand and manage their emotions. The student will set and achieve positive goals,

Pre-K
[Family Video](#)

<p>feel and show empathy for others, establish and maintain positive relationships.</p>	
<div data-bbox="386 327 607 478" data-label="Image"> </div> <p>Second Step has age appropriate games, activities, and media engage the students and to set them on a path of lifelong success.</p>	<p>Grades K-5 Unit Topics</p>
<div data-bbox="412 709 581 806" data-label="Image"> </div> <p>This program will help build and promote Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship, to promote a positive school climate.</p>	<p>Grades 6-8</p> <p>Pre-K -4th Grade Family Video</p> <p>Grades 5-8 Family Video</p>

CHAMPS

CHAMPS is a guide that teachers use regularly to help set a tone of structure and rigorous learning. There will be clear expectations for Remote Learning. Each letter indicates an expectation for students to follow.

C Conversation	Conversation: What voice level is appropriate for the setting and activity?
H Help	Help: How do I ask for help? Who do I get help from? How do I get the teacher's attention appropriately?
A Activity	Activity: What is the task or objective? What is the end product?
M Movement	Movement: When are appropriate times to move away from the computer?
P Participation	Participation: What should I be doing? What should participation look like and sound like?
S Success	SUCCESS!!!

Here are some examples of CHAMPS expectations:

Attendance	Tardy to Class
C	C
Voice Level: 0 Mute all microphones and turn on cameras Use academic language when using CHAT	Voice Level: 0 Mute all microphones and turn on cameras Use academic language when using CHAT
H	H
Help with logging into click this link: https://www.joliet86.org/students-parents/student-chromebook-help/	Help with logging into click this link: https://www.joliet86.org/students-parents/student-chromebook-help/
A	A
Log into the classroom meeting within the first 20 minutes of class at 8:00 AM or 9:00 AM and complete the attendance activity.	Log into the classroom meeting within the first 20 minutes of class at 8:00 AM or 9:00 AM and complete the attendance activity.
M	M
Keep voice and body quiet No silliness (faces, waving) Move away from the screen as needed (bathroom...)	Keep voice and body quiet No silliness (faces, waving) Move away from the screen as needed (bathroom...)
P	P
Mute all microphones and turn on cameras Use academic language when using CHAT Asks for permission to leave the meeting Have all supplies and remove other technology for learning space (phones)	Mute all microphones and turn on cameras Use academic language when using CHAT Asks for permission to leave the meeting Have all supplies and remove other technology for learning space (phones)
S	S
Success is sign in/out without disturbing others. Every minute is important as if they were in a regular classroom.	Success is sign in/out without disturbing others. Every minute is important as if they were in a regular classroom.

Zoom Etiquette

Video

	DO'S	DON'T
<p>Charge your device</p> <p>Recargar la batería de los dispositivos</p>		
<p>Check Internet</p> <p>Comprobar Internet</p>		
<p>Have your supplies nearby</p> <p>Tener cerca los útiles necesarios</p>		
<p>Arrive on time to Virtual Classroom</p> <p>Llegar puntualmente al Salón de Clases Virtual</p>		
<p>Dress appropriately</p> <p>Vestir apropiado</p>		

Daily Expectations

Caregivers are essential in the home/school partnership that is necessary for our students to excel academically and socially.

[10 Ways for Parents or Caregiver to Help Teachers](#)

[Tips for Parents or Caregivers During School Closures](#)

Establish Routines and Expectations for Remote Learning

It is important to develop good habits from the beginning. Help students get up, get dressed, and ready to learn at a reasonable time. Keep regular bedtime routines, including normal rules for digital devices.

Use high- and low-tech devices around the house to establish and maintain schedules and routines. Egg timers, microwave timers, alarm clocks, and cell phone timers are examples of supplies that can be used as auditory, visual, or tactile (vibration) alerts to keep students on task.

Each family member should interact with children in their strongest language(s), even if that language is not English and even if that means their children may be hearing multiple languages each day. This is true for all families, whether or not the child is identified as an English Learner.

Grades PreK-3

- Create a flexible routine and talk about how it's working.
- Help them understand (Let students work through the class independently).
- Make sure all work is completed.
- Help child(ren) check messages and communicate with the school.
- Keep in mind that it's about the child, not the work.
- Help child(ren) find their own motivation.
- Be mindful of little eyes and ears watching and listening.
- Create a consistent daily routine and share it with children. Children learn best and are more adaptable to change when they know what to expect and have consistency in their daily life.
- Spend time with your child/children each day talking and/or drawing about how they are feeling; this is especially important in light of COVID-19 and current events.
- Spend time with your child/children each day playing games (invented or purchased), telling stories, and/or reading books in any language.

Grades 4-8

- Attendance Matters. Show up and participate!
- Learn your student's schedule and follow it daily.
- Please practice discretion around your child(ren) as their camera should always be on during the instructional time.
- Students will have breaks to stretch and move.
- Students can listen to music with their earbuds while they are working independently.
- Teachers will use videos to support instruction.
- Remember to charge the devices and check your camera/microphone.
- Plan family activities after student learning time.

Attendance

Will be taken through one of the following:

Platform	Expectations
Online-Video <ul style="list-style-type: none">● EduZoom● Google Meets	<ul style="list-style-type: none">● Students must be logged into the online meeting within the first 20 minutes of class at 8:00 AM or 9:00 AM, depending on the school's start time.● The caregiver must call the school if the student is having trouble logging into the internet.● The caregiver must send a message to the teacher/school via email or Remind app if the caregiver knows of the absence ahead of time in order to receive directions on what the student can do to make up missed class time
Grades K-2nd Seesaw Grades 3rd-8th Google Classroom	<ul style="list-style-type: none">● Students will log into Google Classroom or Seesaw to show their attendance.
Phone Call Home	<ul style="list-style-type: none">● There will be a phone call home if the student has not logged into the class meeting.
Email	<ul style="list-style-type: none">● Students in grades 6th-8th will receive an email from the teacher asking them to log into the meeting.

Location

Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions, and has a good internet connection. Make sure an adult monitors online learning. Keep doors open and practice good digital safety.

Workspace

Provide an environment conducive to learning:

- Create a distraction-free zone limiting movement and noise in the learning area.
- Wear appropriate school clothes for the video.
- A visible location to keep the device's screen within view.
- A comfortable place that allows for flexibility, like sitting in their favorite spot on the couch or standing at the kitchen table.

Materials

Make sure your child has the materials necessary to complete all assignments. Student's materials should be stored in the student's designated workspace.

Supplies to be purchased by the parent/guardian:

- [K-5 School Supplies](#)
- [6-8 School Supplies](#)

District Materials will be distributed by the students' teacher during the week of in-person assessment, September 2nd-3rd and September 8th-10th.

- Chromebook (fully charged each morning)
- Leave the Chromebook charger at home.
- Curriculum Books
 - GoMath Student books
 - Eureka Math Student books
 - Springboard Student books
 - Guided Reading materials
 - FUNdations books
- Log-in Information
 - Class Link (Coming Soon)

Participation

Caregivers, please help students be successful by following the daily expectations:

Online instruction with Teacher	
	<ul style="list-style-type: none"> • Keep the video camera on while logged into the virtual classroom. • The teacher must be able to see or hear the student during instruction. • The chat box must be on-topic once the lesson starts.
	<ul style="list-style-type: none"> • Keep the microphone muted unless called on to speak.
	<ul style="list-style-type: none"> • Ask the teacher for permission to step away from the online instruction.
	<ul style="list-style-type: none"> • Pay attention during direct instruction. For example, students should not be playing with pets during teacher instruction.
	<ul style="list-style-type: none"> • Eat meals before scheduled working or instruction time.

Weekly Expectations

Communication between caregivers and schools is more important than ever during this time of decreased physical contact within the school building. It is in the best interest of each and every student that those involved in their education, health, well-being, and social emotional growth are in constant communication so that students can reach their optimal development.

Participation

Caregivers please:

- Review with your child the upcoming learning intentions provided weekly by the teacher, so children have needed materials on hand and know what to expect.

-
- Check all assignments and grades in Seesaw for Kindergarten, 1st, and 2nd grades.
 - Check all assignments and grades in the Google Classroom for 3rd-8th grades.
 - Complete all assignments in the Creative Curriculum (Pre-K).
 - Check student's grades in the Family Portal.
 - Inform the teacher of your preferred method of communication.
 - Communicate any questions or concerns with the teacher during the teacher's office hours. Please note each teacher may have different office hours.
 - Have your children set academic and social and emotional goals prior to engaging in learning. For example, ask them, "What do you plan to work on this week? What will you do if you get stuck? How can I support you?"

Materials

- Help students find a safe place at home to store school materials and supplies.
- Report any problems with the Chromebook using this link [Chromebook Help](#)

Trimester Expectations

Participation

Caregivers, please:

- Review student's progress reports and communicate any concerns with the teacher.
- Sign up for an appointment with the teacher to attend Parent/Teacher Conferences virtually on November 24, 2020.
- Update all contact information with the school secretary, if there are changes in address, phone numbers, or email addresses to insure the best communication possible.
- Review the expected learning outcomes for the first trimester for your child's grade level.

Elementary Grade Level Standards

Math and English Language Arts First Trimester Curriculum

Grade Level	Subjects	
Pre-Kindergarten	Math	English Language Arts
Kindergarten	Math	English Language Arts
First	Math	English Language Arts
Second	Math	English Language Arts
Third	Math	English Language Arts
Fourth	Math	English Language Arts
Fifth	Math	English Language Arts

Junior High Grade Level Standards

Math and English Language Arts First Trimester Curriculum

Grade Level	Subjects	
Sixth	Math	English Language Arts
Seventh	Math	English Language Arts
Eighth	Math	English Language Arts

Remote Engagement Day Themes

Spirit Week

During the first trimester we challenge you to participate in Spirit Week each day. Let's get together online! Use Twitter, Facebook, Flipgrid, SeeSaw, or Google Classroom to share your spirit!

**Use the hashtag: [#D86SpiritatHome](https://twitter.com/D86SpiritatHome)
to share your pictures and words with the District 86 community!**

Monday	Tuesday	Wednesday	Thursday	Friday
Mindful Monday!	Thankful Tuesday! or Take a Trip Tuesday	Wacky Wednesday!	All About Learning Thursday! or Teach Your Family Thursday	School Spirit Friday!
Share a new Mindfulness and self-care activity to try this week.	Share something you're thankful for this week or share a place you have visited	Wear a wacky outfit or hairdo.	What's something new you learned this week? Share how you shared it with your family.	Wear school colors or spiritwear.

Communication Toolkit

● Communication Platforms

- Remind
- Video Conferencing Platforms
 - Zoom
 - Google Meet
- Email - Employees, Caregiver, Student (6th-8th)
- Telephone

[Joliet District 86 Student and Parent's Tab](#)

- [Joliet District 86 Let's Talk](#)
- Broadcast messaging system
 - Phone
 - Text
 - Email
- District Social Media
 - Facebook Accounts
 - Joliet Public Schools District 86
 - Joliet Public Schools District 86 Spanish

- Twitter Accounts

- | | |
|--------------------|------------------|
| ■ @JolietSD86 | ■ @AOMarshallD86 |
| ■ @Joliet86Spanish | ■ @MarycrestD86 |
| ■ @CulbertsonD86 | ■ @PershingD86 |
| ■ @CunninghamD86 | ■ @SSanchezD86 |
| ■ @DirksenD86 | ■ @SandburgD86 |
| ■ @EisenhowerD86 | ■ @SingletonD86 |
| ■ @FarragutD86 | ■ @TaftD86 |
| ■ @ForestParkIED86 | ■ @ThigpenD86 |
| ■ @GompersD86 | ■ @WashingtonD86 |
| ■ @HuffordD86 | ■ @WoodlandD86 |
| ■ @JeffersonD86 | |
| ■ @EdnaKeithD86 | |

- Grades Pre-K-2 classroom teachers will utilize Seesaw as the central hub for classroom instruction.
- Grades 3-8 classroom teachers will utilize Google Classroom as the central hub for classroom instruction.

Assessments

All students will take benchmark assessments to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals. The following table will explain which assessments will be administered by the teacher in person at each student's school and which assessments will be administered by the teacher through Remote Learning.

District Assessments: First Trimester Assessments

Grade Levels	Assessments	
	School	Online
Kindergarten	AimsPLUS KIDS Assessment	Instructional Reading Levels
1st Grade	STAR Early Literacy	Instructional Reading Levels
2nd-5th Grade	STAR Reading and Mathematics	Instructional Reading Levels
6th-8th Grade	STAR Reading and Mathematics	PSAT 8-9 (TBD)
Bilingual Education		
Kindergarten	AimsPLUS Spanish KIDS Assessment	Spanish Instructional Reading Levels
1st Grade	STAR Early Literacy Spanish	Spanish Instructional Reading Levels
2nd-5th Grade	STAR Spanish Reading & Math STAR English Reading & Math	Instructional Reading Levels (Spanish/English)
6th-8th Grade	STAR Spanish Reading & Math STAR English Reading & Math	PSAT 8-9 (TBD)

Grading

Students will receive grades based on the District traditional grading procedures. Grades will be entered into the Aspen gradebook on a weekly basis. Progress reports and student report cards will be provided following the District calendar.

Grading and assessments are meant to provide feedback and communication to students and caregivers with the focus on learning, growth, and progress. Meaningful grading and assessment provide students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.

Opportunity for Grade Improvement:

- Classwork assignments are formative assessments and students will have the opportunity to retake (based on feedback) and replace classwork grades.
- Students will follow the teacher's policy and procedure for retaking end of the unit assessments.
- Students will have the opportunity to participate in a small group reteach lessons or complete online assignments before retaking an end of the unit assessment.

Caregiver and Student Expectations:

- Check the Family Portal for weekly grades.
- Sign up for Google Guardian with the classroom teacher. Google Guardian will provide a weekly report via email (Grades 3-8).
- Ask the teacher for opportunities to demonstrate mastery (re-do, make up or try again to show progress).
- Review daily ongoing assessments to evaluate student progress and learning.
- Review and discuss with students the feedback provided by the teacher.
- Review Star360 Parent report and ask questions to understand student progress.

Family Portal Snapshot:

The screenshot shows the Family Portal interface for Joliet Public Schools District 86, 2020-2021. The user is logged in as Adler, Laura. The navigation menu includes Pages, Family, Academics, Groups, and Calendar. The current view is for student Adler, Avery, in grade 02. The 'Details' section shows a 'Demographics' tab with the following information:

Field	Value	Field	Value
Name	Adler, Avery	School > Serving School	Eisenhower Academy
LASID	860003290	Year of graduation	2031
SASID	506640811	Grade level	02
Gender	F	Enrollment status	Active
Date of birth	2/19/2013 Age 7	Homeroom	2B
Student Username	asa3290		
Student Password	joliet86		

The 'Student Username' and 'Student Password' fields are highlighted with a red box. There are 'Cancel' buttons at the top and bottom of the details section. Navigation options include 'Options', 'Reports', and 'Help'.

Technology

- Students in grades K-8 will be issued a Chromebook for instructional purposes on- and off-campus.
- Agreement forms will be sent to Caregivers digitally.
- Students will be issued a Chromebook charging cord which will remain at home regardless of whether the Chromebook is used for on- or off-campus learning.
- Caregivers may submit a support request at the following webpage at any time: [Chromebook Help](#)
- Families seeking solutions for broadband internet access at home are encouraged to review resources posted at:
 - [Internet Hotspot Application-English](#)
 - [Internet Hotspot Request-Spanish](#)
 - [AT&T](#)
 - [Internet Service Setup & Costs During Covid-19](#)

Virtual Resources

[Student Technology Resources](#)

How to Access District 86 Technology Tools from Home

[Aspen Family Portal](#)

[Family Portal Account Help](#)

[Chromebook Support Request](#)

[Community Events](#)

<h3>Virtual Museum Tours</h3> <p>The British Museum, London The Detroit Institute of Arts, Detroit The Georgia O'Keeffe Museum, Santa Fe The Getty Museum, Los Angeles The Smithsonian Museum of Natural History NASA, Langley Research Center Roald Dahl Virtual Museum Casa Azul de Frida Museo Nacional de Antropologia Museo Afro Brasil</p>	<h3>Zoos & Aquariums</h3> <p>The Cincinnati Zoo The Georgia Aquarium- Live Cams The Houston Zoo The San Diego Zoo</p>
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[Technology Playlist](#) (coming soon)

Open House Expectations

Each school will host an Open House for families to

- Meet the teacher
- Receive Remote Guidelines
- Review the Social Emotional Curriculum
- Discuss CHAMPS expectation
- Explore Curriculum Expectations

Pre-K and Kindergarten will schedule appointments for small in-person Open House meetings. Families with students in grades 1st-8th will attend Open House virtually.

Family Night Expectations

Each school will be hosting Family Nights throughout the school year. These Family Nights will be virtual for the 2020-2021 school year. The family nights will include: Literacy Night, Mathematics Night, Science Night, College and Career Readiness Night, and Technology Night.

After-School Remote Clubs

Joliet Public Schools District 86 will be offering virtual after-school programming for students to participate in throughout the year. More information about after-school clubs will be sent in September.

Supplies and Materials

Below are elementary and junior high school supply lists to purchase items to keep at home. Please use these items for activities, projects, and homework assignments.

- [K-5 School Supplies](#)
- [6-8 School Supplies](#)
- Chromebook
- Curriculum Books
 - Go Math Student books
 - Eureka Math Student books
 - Springboard Student books
 - Guided Reading materials
 - FUNdations books
- Log-in Information
 - Class Link
 - Instructions for single sign on (Class Link) - **Coming Soon**

Building Contact Information

We are committed to providing updates and information to our families on a regular basis. For specific questions about and guidance for your child, please contact your school. Building information can be found on the District website at joliet86.org.

Student Services:

- Individual Learning Plans will be created for each student with an IEP to communicate to parents how services will be provided in a remote setting.
- Presence Learning Platform has been adopted by the District to deliver related services (speech and social work) in a remote setting. The platform was piloted with success during ESY.
- Related services will be considered in synchronous learning time calculation.
- The delivery method (remote, face-to-face, consultation) of IEP services will be determined based on the needs of each individual student.
- Accommodations listed in the IEP/504 that will support the success of students' remote instruction should be implemented (e.g. frequent breaks, cues for staying on task, breaking information into smaller chunks, extended time, modified assignments).

Social Emotional Curriculum:

Early Childhood

Creative Curriculum addresses S/E with the following objectives:

- Regulates Emotions: manages feelings, follows limits and expectations, and meets own needs.
- Establishes and maintains positive relationships: forming relationships, responding to emotional cues, peer interactions, and making friends.
- Participates cooperatively and constructively in group situations: balances needs and rights of self and others, and solves social problems.

Second Step program

Classroom social skills groups

Tucker the Turtle

Emotional regulation and prosocial behavior

Ready Rosie

Parent activities to promote a variety of social and emotional skills

Elementary Schools

Second Step

A holistic approach to building supportive communities for every child through social-emotional learning.

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- New and returning staff will be trained for Second Step, an SEL curriculum for Kindergarten through Fifth Grade. Each teacher from Kindergarten through Fifth Grade will utilize the Second Step curriculum.
 - Second Step provides instructional lessons weekly and daily supplementary activities for students.
 - Second Step provides “home links” as an opportunity for parents to engage their children at home.

Junior High Schools

Character Strong

A social and emotional curriculum designed for older students designed to cater to multiple learning styles with interactive activities that encourage learning and relationship building.

- Middle school staff will be trained on the Character Strong curriculum prior to school starting.
- Instructional lessons are weekly, with supplemental activities provided.
- The Character Strong program provides staff with on-demand professional development with Covid-19 related content.

Social & Emotional Assessment

Early Childhood

GOLD is the assessment used to measure performance competencies for early childhood students. Students are assessed using a 10 step rubric that ranges from "Not Yet" through Kindergarten equivalency. It is observation based and intended to be applied using authentic, child driven interactions. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model has a framework that uses observation for data collection.

Kindergarten-Eighth Grade

Devereux Students Strengths Assessment (DESSA) is a standardized, strength-based behavior rating scale completed in 5 to 8 minutes and used by educators and parents to measure the social-emotional competence for children in grades K-8. Grounded in resilience theory and directly aligned to the CASEL framework, the DESSA is a user-friendly, practical social emotional learning assessment that meets the highest professional standards. The DESSA is commonly used to inform the delivery of SEL at Tier 1 or Tier 2, as well as measuring the results of that delivery

The initial assessment will take place in the fall at the beginning of October. Parents will be provided with surveys regarding their child over a two-week window. After gathering results, social/emotional instruction is devised based on social/emotional competency deficits. Another assessment will be administered in February.

District Town Hall Presentation

- Please visit our website to view the District Town Hall Presentation
 - [Town Hall Recorded Presentation](#)
 - [Town Hall Questions and Answers](#)

ISBE Resources

- For up-to-date recommendations from ISBE, check out their webpage: <https://www.isbe.net/>
- [ISBE Fall 2020 Learning Recommendations 7/23/2020](#)
- [Illinois Learning Standards](#)

Caregivers are ROCKSTARS

Unforeseen circumstances have shifted a lot of responsibilities onto our families. You are a rockstar and we will all get through this together. Your encouragement, accountability, and dedication to your students' learning will help them thrive when they get back to the classroom. Have a positive attitude towards Remote Learning and your student will have the same!

FAQ's

Q: Will school buildings be open while Remote Learning is in place?

A: Schools will be open Monday through Thursday during Remote Learning. Visitors must have an appointment and wear appropriate personal protective equipment.

Q: How long are students expected to work on schoolwork?

A: Students will engage with their teachers and peers virtually for 5 hours each day.

Q: What is the homework expectation?

A: Students will be expected to read each night for 20 minutes as part of their homework assignment. Each teacher will assign homework as needed.

Q: How will attendance be taken?

A: Students must be logged into the online meeting within the first 20 minutes of class at 8:00 am or 9:00 am, depending on the school's start time.

Q: If a teacher has scheduled a time for their class to meet virtually, are students required to attend?

A: Yes, students should be logged in 5 hours each day during the instructional block, starting at 8:00 am or 9:00 am.

Q: What if my child is sick?

A: Caregivers should follow previously established practices for reporting their child's illness; please include a description of your child's symptoms in your message.

Q: How should a student request tech support help?

A: Caregivers may submit a technology support request at the following webpage at anytime: [Chromebook Help](#)

Q: How do I get internet access?

A: Internet access can be provided by the District through the use of a hotspot. You can apply for the hotspot by completing the application here [Internet Hotspot Application](#). You can get more information on how to get internet access through the District's webpage [Get Connected](#).

Q: What happens if I lose power or the internet goes down?

A: In case of loss of power or no internet connection, log off, shut down the computer and restart when power comes back on. If internet issues continue, please contact the school by calling and leaving a message for the teacher.

Q: How will teachers keep my child safe online?

A: Teachers will only share information and links that are age appropriate for each grade level. Teachers will also teach students digital citizenship strategies. [Resources for digital citizenship](#) are also available for Caregivers to review with students.

Q: How will student work be graded?

A: Student's work will be graded following the District's grading policy per grade level.

Q: Who do I contact if my student has an IEP and how will their accommodations be met?

A: Caregivers should contact the school administrator and their Student Services Coordinator for specific information regarding student's accommodations. Every student will receive services in accordance with their plan.

Q: What platform or tool will my student use to access material from his/her teacher?

A: K-2 will be using Seesaw, 3rd-8th will be using Google Classroom. PreK-8th will have access to EduZoom.

Q: When will I be able to pick up books/supplies for my children?

A: Caregivers will be able to pick up District provided supplies during the in-school assessment week of September 2nd-3rd and September 8th-10th by appointment.

Q: How long will my student have to be logged on to Zoom?

A: Students will stay logged on to Zoom until they are dismissed by the teacher.

Q: How do I access the Social Worker?

A: If you do not have the social worker's contact information, please contact the school.

Q: Will the District still provide meals?

A: Meals will only be provided to District 86 registered students in Kindergarten through Eighth Grade who are enrolled in Remote Learning. Meals for Monday, Tuesday, and Wednesday will be distributed on Monday of each week, and meals for Thursday and Friday will be distributed on Thursday of each week. Schedules will be posted on the District website.

Q: Are there evening hours for picking up breakfast and lunch from the school?

A: Meals will need to be picked up during established times. There is no evening meal pick-ups scheduled at this time

Q: What supports are available through school counseling?

A: A community resource guide can be found [here](#). You may also contact your school for additional information.

