



East Aurora District 131 Remote Learning Plan



East Aurora School District 131- Remote Learning Plan

Greetings EA Community:

On March 17, 2020, East Aurora District 131 implemented our remote learning plan as a response to the COVID19 global health crisis.

Following the guidelines announced by Governor Pritzker, District 131 will keep our schools closed through April 30, 2020. During this closure, on-site learning will remain suspended, however our commitment to education remains, and learning will continue for all students - just through a different format.

Our district and union leadership have strategically partnered to form district committees consisting of district leaders, school principals, assistant principals, certified and classified staff, all with the goal of enhancing our current plan. Their work is contained within these pages, and the completion of this document is a testament of the dedication and commitment of our staff.

This document is designed to provide clarification and direction, and to ensure continuity and consistency with implementation. The enhanced plan provides guidance regarding remote plan expectations, content delivery for all students, grade level instruction minute allocation, SEL supports, and parent communication.

Our goal is in alignment with the Illinois State Board of Education priorities and includes the following for students: emotional and physical well-being, nutrition, and engagement with school content. We ultimately want our students to have a positive and supportive experience during these unprecedented times. Empathy, flexibility, and personalization must guide everything we do. Included in this academic plan are the social and emotional learning supports in place for students, followed by grade-level plans for all students.

Special thanks to the *Remote Learning Leadership Team* for organizing this collaborative effort and providing support, guidance and oversight along with creation of the final document. KUDOS to all team leads (identified by asterisks) and team members for creating such a robust plan in an unbelievably limited amount of time. ***One Team; One Plan Reaching our full potential!***

Sincerely,

Dr. Jennifer Norrell, Superintendent
Gerry Mestek, IFT President
William Moore, NJROTC President
Jennifer Gentile, IFT Vice-President

Dr. Lori Campbell, Associate Superintendent
Dr. Lisa Dallacqua, Executive Director for
Curriculum, Data and Accountability

SEL Support Guidance

Guidelines for Students:

- Engage in Choice Boards and/or remote learning packets for SEL
- If you are feeling depression, sadness, anxiety, or extreme anger, please reach out to your counselor or social worker.
- If you are feeling like you want to harm yourself or someone else, call the National Suicide Hotline at 800.273.8255

Guidelines for Families:

- Take advantage of the resources outlined below and on our website:
<https://www.d131.org/student-services/>
- If your student is in crisis, please reach out for help.

Guidelines for Staff (Related Services):

- Follow schedule as outlined below.
- Log communication with students and parents/guardians in the PLP.

*Teachers: Please reach out to counselors, social workers, special education coordinators, or school psychologists if you have specific concerns about a student.

Guidance for Supporting Students in Crisis during Remote Learning

In response to the guidance put forth by the Illinois State Board of Education regarding Remote Learning, the following plan has been completed to meet the needs of all students that require Social Emotional Learning/Mental Health needs.

Action steps if you suspect a student may be suicidal/self-injurious/homicidal:

1. If a student you are working with appears to be having a suicidal crisis, use active listening:
 - a. to establish a trusting relationship with the student
 - b. to decrease the intensity of the student’s emotions
 - c. to ask about the student’s current state and plan or means to carry it out

2. Inform parents/families:
 If you are in direct contact with the student in crisis, maintain video/voice contact with student while this contact is made, if possible. For example, you might ask the student to bring the phone/laptop to the parent/guardian if the parent/guardian is in the same place as the student.
 - a. Convey the information you have.
 - b. If risk may be high and parents cannot be reached or are not with the student, contact local police to do a wellness check.

3. Document information received (time/date/contact information), decisions made, and actions taken per the school district directives.

4. Notify your appropriate building administration about the situation.

5. Building administration must notify Student Services administration and/or immediate Cabinet Supervisor (district-level administrator)

6. Follow up.
 - a. Refer family to community resources.
 - b. Follow up with the student and family.

7. If relevant, follow up with the friend(s) or other individual who referred the suicidal student to ensure the student continues to have support.

***Adapted from American School Counselor Association*

Related Services Staff Schedule

Monday	Make Phone Calls *High Risk Students & Caseload Students A-I	Conduct IEP Meetings
Tuesday	Support Teachers' Needs and Teacher Referrals Outreach	Conduct IEP Meetings
Wednesday	Make Phone Calls *High Risk Students & Caseload Students J-R	Conduct IEP Meetings
Thursday	Make Phone Calls *High Risk Students & Caseload Students S-Z	Conduct IEP Meetings
Friday	Engage in PD	Conduct IEP Meetings

Helpful Links

<https://sel4us.org/covid-19-sel-mental-health/>

<https://www.isbe.net/Pages/covid19.aspx>

<https://casel.org/covid-resources/>

<https://www.rethinkstigma.org/covid-19-support.html>

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

<https://www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19>

<https://www.schoolcounselor.org/asca/media/asca/home/EmergencyShutdown.pdf>

<https://blog.gaggle.net/a-big-lift-keeping-students-safe-sound-and-secure>

Additional Resources

Local Resources		
Presence Mercy Adolescent Behavioral Health	630.801.2657 (intake) 630.859.2222 (main) 1325 N. Highland Ave, Aurora	Still taking walk-in for a free mental health assessment daily, 8 AM to 7:30 PM, but all walk-ins will be screened for any COVID-19-like symptoms. PHP, Inpatient & Outpatient are still operating per normal with attention to any symptoms.
Linden Oaks at Edwards Hospital Adolescent Behavioral Health	630.305.5027 (main/crisis line) 852 S. West St., Naperville	Only doing level of care assessments over the phone unless unusual circumstance. Very selective admission at this point. Only 2 people allowed in for screening (adolescent and one parent). Main campus is still open for inpatient. Outpatient only accepting on case-by-case basis.
Suicide Prevention Services	630.482.9696 (main/crisis line) 528 S. Batavia Ave., Batavia	Walk-in and counseling services are NOT open at this time but one can call the crisis line where trained staff will problem solve, provide emotional support, teach coping and provide further resources.
Family Counseling Services	630.844.2662 70 S. River St., Aurora	FCS is NOT offering in person services at this time. Their current hours are M-Th from 8 AM to 6 PM. They will work through crises over the phone or via Tele-health (Skype) with callers.
Aurora Police Department	630.256.5000	Non-emergency. Call 911 for emergencies.
National Alliance On Mental Illness (NAMI) South Kane	630.896.6264 namikdk.org	Call for resources, online support groups, COVID-19

		help, and Tele-therapy. Online chat features also open 24/7.
Kane County Connects - Human Services Hotline	Dial 211	Hotline can connect callers to local resources such as food pantries, medical services, counseling, employment support, legal assistance, clothing, utility services, counseling, transportation, childcare services.
National Resources		
National Suicide Prevention Hotline	1.800.273.TALK (8255)	Call if you or a loved one is experiencing a mental health crisis. Open 24/7.
The Warm Line	1.866.359.7953	Call for mental health or substance abuse support. This is not a “crisis line” but a source of support for you or a family member. Open M–F, 8 AM to 5 PM.
Crisis Text Line	Text “HELLO” to 741741	Call for any type of crisis. Open 24/7.
CARES Line	1.800.345.9049	Call to talk to a mental health professional if you or your child is a risk to themselves or others or for more referral services. Open 24/7.
CALL4CALM	Text the word “TALK” or “HABLAR” (for Spanish speakers) to 552-020 Also text other terms, like “unemployment” or “food” or “shelter” to the same number to receive information on how to access supports and services.	Illinois Department of Human Services support line is reachable via text. Individuals can speak with a mental health professional. can. Within 24 hours, that individual will receive a call from a mental health professional employed by a local community health center. Calls are FREE and ANONYMOUS .

Preschool and Jumpstart

Preschool Committee Members:

Katie Cox*, Rita Guzman, Susan Orozco, Annette McMahon, Vivi Luna, Jesus Fernandez (IFT), Kaleigh Soumar (IFT), Araceli Perez (IFT), Denise Halleran (IFT), Liliana Ramirez (IFT), Jodi Eppenstein (IFT)

Remote Learning Guidance:

Ages 0-3: Families will participate in virtual visits focused on the Early Learning Guidelines for children birth to three. During the remote learning period: there will be no in-person home visits, no group connections (play groups and field trips), no exiting families and no new enrollments.

Ages 3-5: Students will be provided a learning activity calendar. Each day will include a learning target in an identified district priority IELDS, a physical (gross motor) activity and an SEL activity. In addition, each student will receive a bag of consumable supplies and materials to support their work.

Grading Practice:

Ages 0-3: All virtual visits will be planned in Visitracker and a visit record will be entered following the visit. This is in compliance with ISBE and PAT requirements. All developmental screenings, Family Screenings (LSP, PICCOLO) and the child health record will not be completed during the remote learning period. If a family requests a child development screening, one will be completed. No Early Intervention referrals will be submitted at this time.

Ages 3-5: Parents are encouraged to submit photos or narratives of student work through the Remind app. All evidence received will be entered into the child's portfolio. The entries will not be rated, as the teachers did not make the observations. In the event remote learning extends through the end of the school year, teachers will host a phone conference to discuss their child's strengths and areas of growth. Spring portfolio scores will not be able to be generated. The spring Brigance assessment will not be given.

Daily Minutes of Instruction:

Ages: 0-3: 15-30 minute virtual visit each month

Ages: 3-5: 20-30 minutes of learning activities each day

Content Delivery and Teacher Planning:

Ages 0-3: Each family will receive one virtual visit (Microsoft Teams or a phone call) a month. The visit will be between 15-30 minutes long. Virtual visits will contain all three components of a typical visit: parent-child interaction, developmental parenting information and family well-being. All visits will be planned individually and focused on the IELG's. Visits will be held M-Th, Fridays will be for program required planning and staff meetings.

Ages 3-5: Students will be provided a learning activity calendar. Each day will include a learning target in an identified district priority IELDS, a physical (gross motor) activity and an SEL activity. In addition, each student will receive a bag of consumable supplies and materials to support their

work. Teachers will be available through the Remind app and email to provide differentiation and support for families daily on Monday through Thursday from 8:30am-1:30pm. Teachers will meet on Fridays for planning and PLC's. No video conferencing or read aloud videos are permitted. If parents request extra work or ideas, teachers may provide them by request. But no additional class assignments may be given.

Instructional coaches will attend virtual grade level PLC meetings using Microsoft Teams in order to model best practice strategies for remote learning on Fridays. Instructional Coaches will also participate in remote learning instruction where needed.

Physical Education:

Ages 0-3: Fine and gross motor development supports are shared during virtual visits.

Ages 3-5: Each day of the remote learning calendar has a physical activity (gross motor) activity planned.

SEL Supports:

Ages 0-3: Families will receive 1:1 supports from their parent educator.

Ages 3-5: SEL lessons are included in each day of the remote learning packet. In addition, our parent liaisons, family support social workers and student support worker will be available to parents that request assistance from their teacher. Teachers communicate that these resources are available by parent request. Our liaisons and social workers will be able to contact families through the Microsoft Teams platform.

Elementary Schools, Kindergarten-Fifth Grade

K-5 Committee Members:

Dr. Glenda Rosado*, Paula Ek, Patricia Rangel, Tonetta Davis, Sandra Hock, Sheila Conrad, Rita Guzman, Sheryll Hernandez (IFT), Luis de la Rosa (IFT), Michele Taylor (IFT), Anna Nightingale (IFT), Michelle Taylor (IFT), Stephanie Laymen (IFT), Stephanie Paul (IFT), and Samantha Powers (IFT)

Remote Learning Guidance:

Grades K-2

The teachers will use the Early Learning Standards and ISBE shared guidance on service provisions in consideration of the remote learning recommendations. The committee's plans comply with ISBE's remote learning recommendations. Remote learning will occur during the week M-TH and teachers will be available for students and families on those days. Fridays will be teacher planning and PLC meetings. Based on IEP and Language Acquisition needs, students may receive packets or additional websites for learning activities.

Grades 3-5

The teachers will use the Common Core State Standards and ISBE shared guidance on service provisions in consideration of the remote learning recommendations. The committee's plans comply with ISBE's remote learning recommendations. Remote learning will occur during the week M-TH and teachers will be available for students and families on those days. Fridays will be teacher planning and PLC meetings.

Grading Practice:

Pass/Incomplete

The state and district priorities are that our students are safe, fed and cared for during this time. Grading during remote learning should take the form of positive feedback to students and parents regarding progression of learning, not assignment completion.

Pass- If teachers/school personnel make weekly contact with families to confirm student participation, students will receive a Pass.

Incomplete- Student completes no assignments, called parents three times, documented in PLP, conversation with admin, admin contacts family as well with no follow through (admin will make final decision). Teachers may use Class Dojo, email or SeeSaw to give feedback.

Daily Minutes of Instruction:

Grade Levels	Minimum	Maximum
Kindergarten	30 min/day	90 min/day
Grades 1- 2	45 min/day	90 min/day
Grades 3 - 5	60 min/day	120 min/day

Content Delivery and Teacher Planning:

Online Platforms: Raz Kids (Reading) DreamBox (Math)	Recommended learning activities for grades K-2: -One book daily on Raz Kids -One DreamBox lesson -One Choiceboard activity	Recommended learning activities for grades 3-5: -One book daily on Raz Kids -One DreamBox lesson -One Choiceboard activity -Complete comprehension quiz
	Kindergarten, 30 minutes total -10 minutes Raz Kids -10 minutes DreamBox -10 minutes Choiceboards	
	Grades 1-2, 45 minutes total -15 minutes Raz Kids -15 minutes DreamBox -15 minutes Choiceboards	
	Grades 3-5, 60 minutes total -30 minutes Raz Kids/Comprehension quiz -15 minutes DreamBox -15 minutes Choiceboards	
	Other considerations: -Teacher teams may add and additional enrichment activities may be completed from the choice boards.	
Parent Support and Communication:	-The teachers will communicate through Class Dojo, Microsoft Teams, work email, SeeSaw. -Teachers should initiate contact with parents or students twice per week and document in PLP. -Teacher response to families should be within a 24-hour timeframe. Newsletter with educational apps & their descriptions Simple Assignments Calendar	

Online/Offline Educational Apps		
Platform-Online	Subject(s)	Assignments/Time per Week
Raz Kids	Language Arts, Science	1 book daily
Dreambox	Mathematics	1 lesson and/or 10-15 minutes daily
Platform-Offline (available for students with no internet access)		
Epic	Language Arts	ENG / SPA
Buzz Math	Math	
PBS Kids	Cross-curricular	ENG / SPA
Prodigy	Math	

<p>Teaching Schedule Kindergarten-5th Grade</p>	<p>Work Time: 8:30 a.m. -1:30 p.m.</p> <p>Monday-Thursday During this time the teachers will engage in remote learning hours. The teachers will:</p> <ul style="list-style-type: none"> • Check emails • Check student progress on DreamBox & Raz Kids • Family outreach weekly (document in PLP) for classroom students as well as case managers) <p>Friday Teachers will be expected to work in their PLCs through the Microsoft Teams platform.</p>
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Interventionists and Instructional Coaches:

- Interventionists will collaborate with the classroom teacher to continue to work with the students that they were working with prior to the start of remote learning. Interventionists will support those students completing assignments from Raz Kids by using Microsoft Teams for family outreach phone calls. Interventionists will also attend virtual grade level PLC meetings with their teachers in order to support and coordinate lessons.
- Instructional coaches will attend virtual grade level PLC meetings using Microsoft Teams in order to model best practice strategies for remote learning on Fridays. Instructional Coaches will also participate in remote learning instruction where needed.

Physical Education:

Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice physical education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:

School Counselors and Health staff will connect with all students who have not accessed remote learning packets or remote learning devices as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits.

Additional SEL Supports:**Grades K-2**

For student motivation teachers will use:

- Class Dojo
- SeeSaw
- Microsoft Teams
- Calendar of SEL activities given

Grades 3-5

Teachers should communicate any student SEL concerns immediately to their building administrator and social workers.

Middle Schools, Sixth-Eighth Grade

Middle School Committee Members:

Jacqueline Gibson*, David Ballard, Brandon Cochrane, Matthew Harding (IFT), Michele Kandl, Janet Kolodziejek (IFT), Cynthia Martinez (IFT), Mechelle Patterson, Lisa Pena (IFT), Kaliopi Tsioupros (IFT), Elizabeth Vivanco, Shoua Xiong

Remote Learning Guidance:

Remote learning is distance education for unique circumstances to ensure students receive continued instruction. During remote learning sessions students engage in online and offline tasks and activities like that of an actual classroom. This Remote Learning Plan is designed to help students and families set and maintain routines and structures and ensure that they stay connected to schools and learning. In partnership, parents are asked to communicate daily with students about their learning experiences. Students are encouraged to follow the remote learning plan and log in for daily learning activities. Based on IEP and Language Acquisition needs, students may receive packets or additional websites for learning activities.

Grading Practice:

Grading will focus on the continuation of learning and prioritize the connectedness and care for students and staff. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance. All students will have the opportunity to redo, make up, or try again to complete assignments and show evidence of learning. Remote learning grades will be as follows:

Pass	Assigned to a student who shows evidence of engagement in learning.
Incomplete	Assigned to a student who after multiple opportunities to show evidence of learning remains disengaged with no evidence of learning. Teacher and other supportive adults will have documented every attempt to support learning for this student. Teachers should consult with their building principal before issuing an incomplete grade. (Admin will make final decision)

Daily Minutes of Instruction:

Student Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Red Day Classes	Black Day Classes	Red Day Classes	Black Day Classes	Planning Day No School
Language Arts 40 min.	Math 40 min	Language Arts 40 min.	Math 40 min	Teacher Time for Professional Development PLC/Team Planning
Science 40 min	Social Studies 40 min.	Science 40 min	Social Studies 40 min	
Encore 40 min	PE/Health 40 min.	Encore 40 min	PE/Health 40 min	
Silent Reading 20 min	Silent Reading 20 min	Silent Reading 20 min	Silent Reading 20 min	
SEL	SEL	SEL	SEL	

Student learning per ISBE guidelines should be daily no less than 90 minutes, no more than 180 minutes

Daily learning for students will be between 140-180 minutes

Middle School schedule will be split between **Red** and **Black** days. Students are encouraged to focus only on the classes listed under that day.

Assignments and activities will be posted at the beginning of the week by 9 a.m. and daily announcements.

Teachers are available on **Red** and **Black** days on email and or Microsoft Teams for support with learning. (Remember to always use your school email when communicating with students!)

Content Delivery and Teacher Planning:

Middle School will continue to provide opportunities for continued learning that focuses on Common Core State Standards RI.1 and RI.2 and other critical standards of the grade level or subject with an emphasis on promoting review, mastery and extension of previously taught skills and concepts. Reliable and familiar learning platforms that support all student populations will be used for instruction.

Online/Offline Educational Apps		
Platform-Online	Subject(s)	Assignments/Time per Week
NewsELA	Language Arts, Science	1 assignment per week in each subject
Dreambox	Mathematics	30 min. twice per week or 3-5 lesson per week
DBQ	Social Studies	1 assignment per week
Choice Board –District Approved Platform	Physical Education	2 per week-student choice
Choice Board-District Approved Platform	Encore Teachers	Select Choice Board Activity twice weekly (reference Choice Board Activity Chart)
Choice Board-District Approved Platform	SEL-Social/Emotional Learning	1 per week-student choice
Platform-Offline (available for students with no internet access)		
Epic	Language Arts	ENG / SPA
Buzz Math	Math	
PBS Kids	Cross-curricular	ENG / SPA
Prodigy	Math	

Each week teachers will post lessons and activities by 9 a.m. During learning hours teachers will provide students with meaningful feedback and instructional support while monitoring student participation and engagement. Teachers will check email for communication from students and parents and provide a timely response. Microsoft Teams will be utilized as a communication platform for groups of students in order to facilitate check-ins throughout the week. Students that have not responded in the week to teacher and other supportive adults will be referred for another level of communication.

Fridays will be a self-care day for students to complete academic instruction and select activities to build upon their own social and emotional learning. For teachers, Friday will be a day for professional development opportunities or team and PLC planning time to develop lessons and identify student support needs.

Interventionists and Instructional Coaches:

- Reading interventionists will continue to work with the students that they were working with prior to the start of remote learning in their scheduled Reading courses. They will be available to communicate with their students at least one time per week in order to support their remote learning. Reading interventionists will collaborate with the classroom teacher and will attend virtual grade level PLC meetings using Microsoft Teams.
- Math interventionists will continue to work with the Tier 2 students that they were working with prior to the start of remote learning. Math interventionists will collaborate with the

classroom teacher to push out assignments to students in intervention using Dreambox. Interventionists will also attend virtual grade level PLC meetings using Microsoft Teams.

- Instructional Coaches will continue to teach and assign work to students in their scheduled sections. They will attend their regular scheduled virtual PLC meetings as a teacher of those courses. Instructional Coaches will provide additional remote learning as needed.

Physical Education:

Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice physical education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:

School Counselors and Health Staff will connect with all students who have not accessed the remote learning platforms as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits. Teachers, counselors and social workers should communicate any student SEL concerns to their building administrator.

East Aurora High School

High School Committee Members:

Brad Wieher,* Jennifer Brinkman, Elizabeth Vivanco, Jon Simpson, Jennifer Reyes, Jennifer Kuyper, Albert Farmer (NJROTC), Jeremy Bell, Lisa Dioro (IFT), Joe Harmon (IFT), Tom Vasa (IFT), Melinda Thomas (IFT), Peggy Thayer (IFT), Amy Martensen (IFT), Lisha Pauli (IFT)

Remote Learning Guidance:

Edgenuity courses have been assigned to students based on their current schedule for the 2019-2020 school year. Edgenuity courses are aligned to the Common Core State Standards. Students will progress through the content of these courses per teacher assignments. Based on IEP and Language Acquisition needs, students may receive packets and/or additional websites for learning activities.

- This committee followed the guidance provided by ISBE to school districts regarding recommended Remote Learning practices. Some of the major elements of the ISBE guidance are:
 - Remote Learning plans should provide opportunities for continued learning that focuses on critical standards of the grade level or subject, with an emphasis on promoting review, mastery, and extension of previously taught skills and concepts.
 - Remote Learning Plans should help students and families set and maintain routines and structures and ensure that they stay connected to schools and learning.
 - Districts should prioritize the mental well-being of students and try to support them socially, emotionally, and academically.
 - Districts should ensure that daily learning activities require students to engage in learning for age-appropriate durations, with additional optional enrichment opportunities being provided for those who wish to go beyond.

Grading Practices:

The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.

How will assignments be graded/checked for progress?	What grading system will be used?
<ul style="list-style-type: none"> • Weekly reports in Edgenuity on usage • Assignments will be “due” Friday at 1:30pm-- reports to be pulled by high school administration and Cabinet • Within Edgenuity, teachers will add/manage their own groups/classes/sections to check 	<ul style="list-style-type: none"> • Pass/Incomplete Status- Incompletes to be reviewed/approved by administration. Final decision by administration. • Semester Pass/Incomplete will not be included in student GPA.

<p>group/individual progress weekly of their own students only.</p> <ul style="list-style-type: none"> Counselors will be alerted as soon as possible by teachers and DC’s when students are not progressing as they should be. 	<ul style="list-style-type: none"> Pass: Log in and attempt to complete assigned work/tests or quizzes in Edgenuity or assigned packet / website. Incomplete: Does not log in to Edgenuity, or complete packet or engage in websites alternatively assigned. No attempt to complete assigned work/tests or quizzes, or no response to teacher or counselor attempts to reach out and support.
<p>How will we differentiate and accommodate individual challenges of remote learning?</p> <ul style="list-style-type: none"> General phone blast at beginning of each week regarding schedule, expectations, and communication options for all stakeholders. Informational message to be repeated mid-week, end of week. Students with no internet access at home will have a skills packet supplied and available for pickup at the high school by grade level. 	<p>How will opportunities to submit work/assignments be communicated to parents?</p> <ul style="list-style-type: none"> Daily student class schedule provided. Counselors, student services staff and support staff will be communicating with students and documenting contact in general PLP’s so all can see what contact was made and type of contact. Parent liaisons will communicate with families to help with language barrier (Google form, school phone, internet program telephoning).

Daily Minutes of Instruction:

East Aurora High School A/B Day Block Schedule

A Day Mon/Wed	Time	B Day Tues/Thurs	Time
Period 1	8:30 am-10:00 am	Period 4/7	8:30 am-10:00 am
Period 2	10:15 am-11:45 am	Period 5/7	10:15 am-11:45 am
Period 3/7	12:00 pm-1:30 pm	Period 6/7	12:00 pm-1:30 pm

*Students will engage with coursework for period 7 in place of their lunch/study hall period.

*Fridays will be a self-care day for students to complete academic instruction and select activities to build upon their own social and emotional learning. For teachers, Friday will be a day for professional development opportunities or team and PLC planning time to develop lessons and identify student support needs.

Content Delivery and Teacher Planning:

For the duration of remote learning, we have provided this schedule for students and staff to follow.

- During these class periods, work will be completed individually per student. As work is completed, feedback from the teacher will be provided. The schedule is to help create a routine for daily work and to offer specific times where teachers are available for help and guidance.
- There **will not** be synchronous teaching – which means that there **will not** be a specific time when students are expected to be online and work through their courses with the teacher and the whole class.
- Remember to always use your school email when communicating with students!

Communication Expectations for Teachers:

Daily	Weekly	In PLCs/Other Considerations
During the “class time,” communicate with your students as if they were “office hours” using school email, Infinite Campus message system, the Edgenuity communication platform, Microsoft Teams or through College Board for AP classes.	Provide context for week’s work. Email each class as a whole once per week to link to prior learning and to future learning.	Participate in PLC on Fridays to plan and coordinate assignments and topics and to establish a weekly schedule for lesson completion on the Edgenuity platform.
Be available for your class during the scheduled class period.	Provide individual feedback to each student once per week. Feedback could be an email, a comment on an assignment, a general check-in on the student – make a connection with each student once per week.	As needed, teachers will send a district-provided English/Spanish email to parents of students that are not using Edgenuity. (This is used prior to reaching out to the Parent Liaisons).
Communicate to students where to find resources, assignments, assessments.		If stakeholders communicate to staff outside their office hours, the staff will respond within 24 hours.

The building administration will send out a phone blast to all households to communicate reminders and any updates. Building administration will additionally send one weekly phone blast to families of students who have not showed any progress toward completion in Edgenuity.

Instructional Coaches:

- Instructional Coaches will continue to teach and assign work to students in their scheduled sections. They will attend their regular scheduled virtual PLC meetings as a teacher of those courses. Instructional Coaches will provide additional remote learning as needed.

Helpful Information for Students:

- Check **school email daily** to see assignments and feedback from teachers. Some classes will have non-Edgenuity components as well, so students will need to be looking for communication from teachers about other content (AP Classroom, Microsoft Teams)
- During these class periods, students should login to their Edgenuity account and complete assignments. As work is completed, feedback from the teacher will be provided. The schedule is to help create a routine for daily work and to offer specific times where teachers are available for help and guidance. If students need help or have a question, they should use school email or the built-in Edgenuity email system to contact teachers. If an email is sent during the scheduled class period, the teacher will respond at that time- otherwise responses will be available at the next scheduled class time.
- Complete daily assignments and work on weekly assignments as assigned with integrity and honesty. Do your best work! Your learning is important. Remember that what you are working on creates a pathway to your future!
- There **will not** be live classes/teaching – which means that there **will not** be a specific time when students are expected to be online and work through their courses with the teacher and the whole class.
- Use Friday to catch up on any work that may not have been finished and/or reach out to a counselor or social worker if extra assistance is needed.

How Parents Can Help:

- Try to create an environment that is friendly for school work and free from distractions as much as possible. Treat each day like a school day. Help your students follow this routine!
 - Check in with your students to make sure they are logging in daily, completing assignments, and communicating with teachers about progress.
- Reach out to teachers, counselors, and administrators as needed. They are more than willing to help! Continue to check the email you have listed in Infinite Campus and continue to use the Infinite Campus Parent Portal for updates and to check student progress.

Physical Education:

Choice boards aligned to the Illinois Learning Standards for Physical Development and Health have been provided to students and families. In addition to the choice individual education activities, there are also virtual workouts for students and families to follow online.

SEL Supports:

School Counselors and Health Staff will connect with all students who have not accessed the remote learning platforms as a first step of intervention. They will provide outside agency resources, social emotional learning resources and online resources. Students receiving social work minutes will continue to receive contact via Microsoft Teams phone call platform for visits. Teachers, counselors and social workers should communicate any student SEL concerns to their building administrator.

K-5 TECHNOLOGY

K-5 Technology Committee Members:

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Technology K-5

- The iPad handout, in chart format, for Parents/Teachers will provide information with pictures of each app, the name of the app, login information, description of each app, languages available, comments for Professional Development (highlighted in yellow – this column of the chart can be removed/hidden for parents and kept for teachers), and the last column is specific information as to how the topic aligns to our curriculum/standards.
- iPad Signature Sheets for Parents upon pick-up of iPad Distribution location similar to what High School used.
- iPad Training for Parents upon pick-up of iPad Distribution location provided by Committee members and teachers/support staff.
- Professional Development for Staff will be minimal due to common iPad apps that are already used in most K-5 classrooms. iPad Application Handout for Staff WITH yellow column for Teacher PD matches the same iPad Application Handout for Parents.
- Teachers are strongly encouraged to use iPad resources and standards documented in the iPad Application Handout to review previously taught content/skills in the last column and review basic needs/academic needs so that families can support their student(s).
- Collaboration with related service providers, specialists, and paraprofessionals is strongly encouraged. This helps to ensure continuity of services as well as share the workload among professionals who can then deliver a clear and consistent message to families.
- The guidelines in ISBE (2020) “Remote Learning Recommendations: During Covid-19 Emergency,” for Birth – 2nd Grade is found in more detail in the chart on P. 37 – 39. For 3rd - 5th Grade is found in more detail in the chart on P. 42 – 43.
- Communication about content and instructional delivery between teachers and families will be implemented via SeeSaw (Rec. for Grades K – 2) and Class Dojo (Rec. for Grades 3 - 5).

Technology: Educational Apps

Teachers should consider internet availability when recommending additional resources. Offline apps do not require internet access for use.

Platform-Online	Grade Level Use	Subject(s)
Raz Kids	K-5	Language Arts, Science, and Social Studies
Dreambox	K-8	Mathematics
NewsELA	6-8	Language Arts, Science, and Social Studies
DBQ Online	6-8	Social Studies with Writing Integration

Platform-Offline (available for students with no internet access)		
Epic	K-8	Language Arts
Buzz Math	K-8	Math
PBS Kids	K-8	Cross-curricular
Prodigy	K-8	Math