Aurora Public Schools
Enrichment Learning Plan

School Roles and Responsibilities	
District Office	- Provide regular communication to all stakeholders - Create and distribute the Enrichment Learning Plan (ELP) - Support faculty and students/families shifting to an enrichment learning plan - Help teachers implement ELP
Technology Department	- Support faculty and students/families shifting to an enrichment learning plan. - Provide written/video support to assist faculty with using district identified resources
Principals	- Monitor communication between teachers and their students - Support faculty and students/families shifting to an enrichment learning plan - Help teachers implement ELP
Core Teachers	- Collaborate with other members of your team or department to design enrichment learning experiences for your students - Use district curriculum and resources to communicate and deliver content - Make sure parents are aware which resources your students may access. Include information on how to access the resources. - Communicate with and provide weekly feedback - Communicate with parents, as necessary
Special Education, Title 1, and ELL	- Communicate regularly with the subject or classroom teachers who teach the students on your caseload. - Communicate regularly with students on your caseload and/or their parents - Provide supplementary learning activities for students on your caseload
K-5 Specials (PE, Music, Guidance, Art)	- Develop a bank of activities being mindful of the resources families may or may not have in their home. - Communicate with students/families who reach out for assistance - Communicate to families the sites/resources you will be using
6-8 Specials & Exploratories	- Develop a bank of activities being mindful of the resources families may or may not have in their home. - Communicate with students/families who reach out for assistance - Communicate to families the sites/resources you will be using
Counselors, and School Psychologists	- Serve as a liaison for communication with students/families in crisis - Provide resources for students and families to support them while they are away from school

Student Roles and Responsibilities
- Establish daily routines for engaging in the learning experiences   - Identify a space in your home where you can work effectively and successfully   - Regularly monitor online platforms if possible (grades PK - 12)   - Engage in all learning with academic honesty   - Communicate proactively with your teachers if you require additional support   - Comply with Student Handbook Internet Safety policies including expectations for online etiquette (grades K - 12)

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to alternative learning	your school principal or assistant principal

Parent Roles and Responsibilities
Provide support for your children by: - Establishing routines and expectations   - Defining the physical space for your child to study   - Monitoring communications from your child's teachers   - Beginning and ending each day with a check-in   - Taking an active role in helping your child process his/her learning   - Establishing times for quiet and reflection   - Encouraging physical activity and/or exercise   - Remaining mindful of your child's stress or worry   - Monitoring how much time your child is spending online   - Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to the interim learning plan	your school principal or assistant principal

General Guidelines for Staff with Continuity of Enrichment Learning Plans

Feedback	● Provide feedback, as needed for student enrichment ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Actively monitor your email for questions and communications from students/families
Offline Work	● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	● Follow the guidelines provided by the district based on your grade level and subject area ● Collaborate with your colleagues regularly
Student Check-In	● Use tools such as Google Forms, online textbooks, Google Classroom Tools, Zoom, SeeSaw etc.
Instructional Packets	● At the elementary and middle school level, we will also provide instructional packets supporting student learning.

Free E-Learning Tools/ Non-Curricular Materials	● Scholastic Learn at Home
	● Mystery Science
	● Discovery Education
	● Booksource
	   ○ Reading List
	   ○ Tips for parents
	   ○ Activity Sheet
	   ○ Teaching Remotely Tips
	● McGraw Hill Resources
	● Learn Zillion
	● Free resources & subscriptions
	● Storyline
	● Live Story Time Doc

Preschool

Priorities
- Activities will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content.
- The primary tools for communication between teachers and families will be parent provided email addresses and/or phone number

Approximate Time Frames for Enrichment Activities

Preschool	
20+ minutes per day	**Emergent Literacy Activities, Games and Challenges** focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	**Emergent Numeracy Activities, Games, and Challenges** focused on counting, sorting, and patterning
20+ minutes per day	**Holistically-Focused Activities, Games, and Challenges** to support cognitive, physical, and social emotional development
Other Activities	Reading aloud Board games and challenges Continuing to learn skills Puzzles Designing and building structures with blocks or other available materials

Total Enrichment Time: approximately 1 hour per day

Elementary

Priorities
- Enrichment will be mainly focused around literacy and numeracy to maintain current skills and knowledge around prioritized content
- Teachers will be creating paper packets of enrichment activities. Parents are asked to print the packets at home, they will be available on the website. If you are unable to print the packet at home, please email your classroom teacher and we will provide a printed packet for you to pick up from the office at a designated time.
- Additional activities will be available online through google classroom and seesaw. <u>Online activities are additional and not necessary if you do not have internet access.</u>
- Parents will be allowed to pick up their child's personal items from 7:30 - 4:30, Wednesday March 25th - Friday, March 27th. Your child's items will be bagged up and we will meet you at the front door with it. We ask that only 1 parent come to the door during the given time frame. If another parent is arriving at the same time, we encourage parents to practice social distancing. Picking up your child's items is not required.
- The primary tools for communication between teachers, students and families will by Google Classroom, SeeSaw, Remind and/or parent provided email addresses.

Approximate Time Frames for Enrichment Activities:

Kindergarten to Second Grades	
20-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
20-25 minutes per day	Mathematics
20-25 minutes per day	Art, Music, and PE teachers will provide a range of activities that continue to support the current program
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Designing and building structures with blocks or other available materials Puzzles

Total Enrichment Time: approximately 1.5 hours per day

Third to Fifth Grades	
25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
20-30 minutes per day	Art, Music, and PE teachers will provide a range of activities that continue to support the current program
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles

Total Enrichment Time: approximately 2 hours per day

Middle School

Priorities
- Enrichment will be mainly focused around prioritized content.
- Students may have both online and off-line enrichment activities.
- Parents are asked to print the packets at home. If you are unable to print the packet, please email your classroom teacher and we will provide a printed packet for you to pick up at a designated time.
- The primary tools for communication between teachers, students, and families will be Google Classroom, Remind, and/or parent provided email addresses.
- Students will be allowed to pick up all items from their academic lockers from 7:30 am. - 4:30 pm. Wednesday, March 25th, through Friday, March 27th. The front doors will be unlocked and following the guidelines of social distancing, we are encouraging the student to walk in, clean out the academic locker and take all personal items and school materials. If instructors are in their classrooms, they will not be available for conversations. Non-family members are NOT to enter the building.
  - If the student has personal items in their athletic lockers, please take time to clean out the locker and leave the premises from the same front door area.
  - If you have a band instrument, we will assist you to the band room.
  - The finger scan reader will NOT be used to enter the building. The door will be unlocked.

Approximate Time Frames for Enrichment Activities

Grades 6, 7 & 8	
30-35 minutes per day	Reading
30-35 minutes per day	English
30-35 minutes per day	Mathematics
30-35 minutes per day	Science
30-35 minutes per day	Social Studies
30-35 minutes per day	Music, PE and Exploratory teachers may provide a range of activities that continue to support the current program
Other Activities	Independent reading - AR book Board games and challenges with math/strategy/critical thinking Puzzles

Total Enrichment Time: approximately 3-4 hours per day

High School

Priorities
- Enrichment will be mainly focused around prioritized content.
- Students will have both online and off-line enrichment activities.
- Teachers will provide online enrichment that will be recorded and made available to students to watch at any time. The online enrichment sessions will be at a regularly scheduled time.

Approximate Time Frames for Enrichment

Grades 9, 10, 11, 12	
30-35 minutes per day	Each scheduled high school course

Total Enrichment Time: approximately 3.5-4 hours per day

Guidelines for Enrichment Plan:
- Students will be provided enrichment activities assigned by each individual classroom teacher.
- Attendance will be monitored by completion of enrichment activities and participation of classroom obligations.
- The class schedule is posted and students can log in to the designated classes during the assigned times on the schedule. Classroom teachers will be available online during the designated times.
- Classroom teachers will be available online every Friday morning to assist students as needed.
- Dual credit class schedules will be determined by the dual credit teacher. Dual credit classes may require additional class meeting time. Second semester grades in dual credit classes will NOT be included on the student high school transcript.
- Students who did not take their Chromebook home or left it at school may come up to the school at an arranged time for pick-up.
- Students that do not have internet access at home must contact Mr. Kittle immediately to discuss alternate options.
- Students that need required school materials to complete work will need to make arrangements with the high school office for pick up. The high school will be open Monday - Wednesday 7:30-4:30 for locker clean out. Band instrument pick up and Chromebook pick up if needed. Entrance to the building will be limited to only a few students at a time. There will be no congregating, socializing and being mindful of social distancing.
- The following 4th term classes will not meet online until school resumes;
    - 3D Art, Greenhouse (Block 2), Parenting, Layout and Design, Intro to FCS, Digital Media, Info. Tech II (Block 2), Machine Woods, Mechanics and Metals, Careers (Block 2), Advanced Art, Dietetics, Marketing, Wildlife Management.

HIGH SCHOOL TEACHER ACCESS SCHEDULE

Monday and Wednesday	
8:30 - 9:15	Block 1 and 1A
9:30 - 10:15	Block 2
10:30 - 11:15	Block 3
11:30 - 12:15	Block 4
Tuesday and Thursday	
8:30 - 9:15	1B Class
Friday	
8:30 - 12:00	Online Teacher Office Hours
SOME elective classes that are 4th term only will not start until we return to school. There will be no requirement to complete during the interim period.	

SUGGESTIONS TO MAKE ENRICHMENT PLAN A SUCCESS:

Student Roles and Responsibilities	
- Establish daily routines for engaging in the enrichment experiences - Identify a space in your home where you can work effectively and successfully - Regularly monitor online platforms if possible (grades 9 - 12) - Engage in all enrichment activities with academic honesty - Communicate proactively with your teachers if you require additional support - Comply with Student Handbook Internet Safety policies including expectations for online etiquette (grades 9 - 12)	
For questions about…	**Contact**
a course, assignment, or resource	the relevant teacher
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other issues related to alternative learning	your school principal or assistant principal

Special Education

SPED Staff Roles/Responsibilities:
- Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
- Communicate regularly with students on your caseload and/or their parents
- Provide supplementary learning activities for students on your caseload
- Document time supporting students

How will students be provided with special education and related services?

K-12 Students:
- Students will be given enrichment packets and/or online materials that are sent home from their core and special education teachers.
- Special Education teachers will have weekly check-ins with special education students and/or parents. Teachers will document those contacts.

Speech/ OT / PT / VISION K-12
- A. A packet with strategies for parents to reference while working with their students at home.

Preschool - 3-5:
- A. Weekly home visits via Phone, FaceTime, or Email.
- B. Activity packets for families to work on with parents

Birth-3/Sixpence:
- A. Weekly home visits via Emails/Phone calls, etc. (As requirements of EDN-Service Coordination)

How will IEP goals be measured when students are out of school for an extended period of time?
- A. Progress will be measured when students return.

How will evaluations be complete within legal timelines when school is canceled or closed?
- A. We will document why we went over the time limit.

For MDTs
MDT Evaluators who were in the process of completing assessments and evaluations will note the status of all evaluations and provide documentation about the timeline in the MDT report.

MDT Evaluators who have enough data to determine a verification may complete the MDT meeting via phone with all required participants. Then complete the required paperwork for the finalization of the MDT. We could have e-signatures or just document meetings held over the phone with parents.

If an evaluation of a student with a disability requires a face-to-face meeting or observation, the evaluation would need to be delayed until school reopens.   Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed, if the parent consents, according to the guidelines. (Phone conferences, Zoom, etc.)

All referrals and initial evaluations will need to be delayed until school resumes (need parent consent)

For IEPS
If staff return later in the weeks to come:
IEP meetings can be completed in person, but if we are not in school, meetings can take place via phone, or zoom; unless a parent asks to postpone the meeting and extend the IEP.

Collaboration can occur via email or through phone contact with parents.
For example, we can email a draft back and forth.