



**SIUE East St. Louis Charter
High School E-learning Plan
2025-2026**

Content for this document is based on ISBE Remote Learning Recommendations, ISBE Fall 2020 Learning Recommendations, District 189's e-learning Plan, and has been modified for CHS' use.

CHARTER SCHOOL MISSION

The Mission of the Southern Illinois University-Edwardsville (SIUE) East Saint Louis Charter High School is a charter school located in East Saint Louis, Illinois. The Charter High School is a partnership with SIUE (located in Edwardsville, Illinois) in which much of this partnership includes fiscal oversight as well as operational facilitation/leadership. The mission of the SIUE East St. Louis Charter High School is to prepare students to be career- and college-ready upon graduation. The SIUE Charter High School is a school of choice for families in the East St. Louis School District. To achieve this mission, the school and its staff positively impact the educational and economic lives of East St. Louis, IL youth through:

- *Individualized instruction in core academic subjects*
- *Exploration of career interests and aptitudes*
- *Assistance in realizing students' talents*
- *High academic goals and expectations that graduates will become competitive employees for the 21st century*

PURPOSE

SIUE East St. Louis Charter High School (CHS) continues its commitment to provide students with physical, social and emotional support so that each child may reach the full potential of their academic success, even when unexpected circumstances force school to be closed for emergencies (ie. inclement weather, Act of God, etc) .

The school's e-learning Plan is designed to accomplish four goals.

1. Provide a safe and healthy teaching and learning environment for school leaders, teachers, staff, students, and families.
2. Ensure all students have opportunities to continue learning that focuses on critical, high leverage Illinois Learning Standards.
3. Minimize instructional loss while maximizing resources available to students and teachers by aligning activities to support specific strategies to address gaps in learning.
4. Provide students and families with routines, structures and supports to meet academic and social-emotional needs, regardless of delivery model.

COMMITMENT

CHS commits to providing an electronic computing device to each student currently enrolled in CHS. Students will receive a working Chromebook during the first quarter of school or upon entry into the school. Any problems with these devices should be communicated to the building principal and will be resolved as soon as possible.

These devices are to be:

- Kept at home in a safe space,

- Protected from elements and conditions that may damage the device,
- Used to communicate with their classroom teacher(s) and/or staff, and
- Used for school-related purposes only.

STAKEHOLDER RESPONSIBILITIES

The e-learning Plans only work if everyone is involved and participates.

School Responsibilities	<ul style="list-style-type: none">• Review policies to ensure they allow for e-learning.• Develop thoughtful, accessible learning plans using stakeholder input, when possible.• Support teachers and staff in planning and implementing e-learning plans.• Help families identify needed resources in the community (academic, health, social, emotional).• Implement e-learning plans.• Communicate regularly with all stakeholders.• Support teachers in planning and implementing e-learning plans.• Help caregivers develop skills necessary to support e-learning and find needed resources in the community (academic, health, social).• Develop a plan to check on students' well-being.
Teacher Faculty Responsibilities	<ul style="list-style-type: none">• Plan for e-learning, as applicable.• Use Google Meet or Teams platform on e-learning days. Staff must share meeting link information with the building principal and support staff.• Check and respond to emails frequently and consistently, as this is a primary source of our communication.• Provide make-up work and/or alternative assignments for students who are absent on e-learning days and unable to participate due to connectivity issues.• Participate in school-wide training on any hardware or software needs for e-learning.• Be available at scheduled times to answer student/caregiver questions.• Communicate regularly with students and caregivers. Make sure to ask questions that will provide information as to a student's mental and physical well-being.• Uphold your duties as a mandated reporter, even when teaching remotely.• Regularly ask your students if they have questions or need help and demonstrate that you are a trusted adult supporter.• Provide a range of meaningful, differentiated learning opportunities that meet the needs of all learners during the period e-learning.• Provide regular feedback to students on progress related to learning activities.

Non-Teaching Faculty & Staff Responsibilities	<ul style="list-style-type: none"> Participate in school-wide training on any hardware or software needs for e-learning. Conduct regular wellness checks via phone and in-person, when possible, on teacher-identified groups of disengaged students. Deliver instructional materials, digital devices, etc. to students and caregivers who do not have transportation. Uphold your duties as a mandated reporter, even when working remotely. Conduct small group, research-based counseling sessions to
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	<ul style="list-style-type: none"> support students' social, emotional, and behavioral health. Form parent support groups to help caregivers navigate e-learning expectations, technological challenges, employment challenges, etc. Provide academic and emotional support to students before, during, and after class sessions. Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.). Participate in e-learning classrooms to better assist students during class times or online availability. Collaborate with classroom teacher(s) on content and delivery systems.
Student Responsibilities	<ul style="list-style-type: none"> Be visible and actively engage in all learning activities throughout the class period and school day. Review assigned work. Complete your assigned work by the due date. Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically. Be respectful to yourself, teachers and peers. Comply with safety policies.
Caregiver Responsibilities	<ul style="list-style-type: none"> Review syllabi, digital platform expectations, deadlines, etc. Reserve a space for students to complete e-learning work in a distraction-free environment. (ie. Free of objects, people, noise) Encourage students to get enough sleep. Set sensible time limits for technology use. Talk to students about their work every day. Set a schedule to help students establish and follow a routine. Request technological support, as needed, from your child's building principal and/or IT support specialist. Encourage students to follow the school's/teacher's behavioral expectations while engaged in learning.

ANNOUNCEMENT OF AN E-learning DAY

In compliance with Section 10-20.20.56 of the School Code [105 ILCS 5/10-20.56], CHS leaders expect to make timely decisions regarding the best method for delivering instruction to students. Because weather and the environment can change quickly, the school must be flexible in its response to deliver instruction that meets the academic and social-emotional needs of students. In the event that the school must call an e-learning day, notifications will go out via robocall, network television, social media, and the school website. Families, students and staff will be made aware of the decision to close schools no later than 6:00 AM on the morning of the e-learning Day.

TECHNOLOGY AND INTERNET ACCESS FOR ALL STUDENTS

Internet Access

Parents and guardians should contact the CHS building principal if there is a connectivity issue at home.

Distribution of Devices

Students will receive a Chromebook and a charger upon their enrollment at CHS upon the return of a signed technology agreement. Parents should communicate their individual needs for resources with building leaders and teachers.

TIME REQUIREMENTS

The State Superintendent determined that e-learning Plans must ensure at least five clock hours per day of a combination of instruction and school work for each student who would normally receive a full day of in-person instruction. Districts and schools can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the five clock hour expectation. Students will participate in synchronous and asynchronous learning.

E-learning MODEL

Teachers are encouraged to plan and create academic and social engagement activities with a focus on the whole child. Teachers should target the essential standards and core competencies, recognize gaps in student learning and understanding, and plan accordingly to support student acquisition of these skills. Planning should account for at least five hours of learning time for each student each day. It is of utmost importance to place a focus on the current Illinois standards when selecting content to cover with your students.

Activities and assignments should be provided that focus on continuity of learning and clearly align to the school's curriculum. Activities and assignments should also be designed to allow students to work independently or with limited help from others when in this remote setting. Instruction may be pre-recorded or directly provided by the teacher. It should include supplemental materials carefully selected by the teacher and include resources that are directly aligned to the school curriculum.

Teachers are encouraged to incorporate movement whenever possible, such as with brain breaks, academic movement, mindfulness, and yoga, which may help students transition to and from e-learning. Regular intervals of physical activity help students manage their emotions and achieve daily physical activity.

Below are definitions and examples of synchronous and asynchronous instruction for all teachers to follow.

Common Formats for Online Instruction	
Synchronous (Teacher Led)	Asynchronous (Teacher Directed)
Real-time, interactive teacher-to-student instruction using Google Meet or Microsoft Teams.	Teachers post course assignments via email or Google Classroom and students complete the assignments within a designated timeline.

Characteristics of Online Instruction	
Synchronous (Teacher Led)	Asynchronous (Teacher Directed)
Teacher Delivers Lesson Live (Google Hangouts Meet/Zoom)	Lesson is Pre-Recorded or Task is Pre-Loaded
Real-Time Breakout Groups	Self-Paced Work
Live Chat	Discussion Boards
Live Discussion, Polls, Assessments	Collaborative Google-Based Projects
<i>Keep in mind teachers can combine these. For example, they may have a live chat running (to answer students' questions) while students work on a self-paced activity.</i>	

GUIDANCE

E-learning offers many learning possibilities, but student engagement can be easily compromised by the lack of face-to-face interaction. These recommendations specifically focus on prioritizing student learning needs, including social-emotional ones. Learning opportunities should offer diverse opportunities to help students stay engaged in learning and socially connected to their peers and instructors. The focus should be on the continuity of learning and creating learning environments that are engaging for and inclusive of all learners.

Teachers should encourage online learning opportunities for their students -- frequent or occasional -- as part of their classroom expectations. These sessions will serve as "dress rehearsals" in the event of an e-learning Day and offer a stronger level of preparedness. Provide students and caregivers with clear protocols, student expectations, information on what materials should be brought home (if time allows), and teacher availability.

Continuity requires consistency and collaborative interactions among all stakeholders, including students, instructors, education support professionals, caregivers, family liaisons, and administrators. A clear and consistent communication plan should be created to ensure understanding and continuity.

Planning & Delivery

- The lack of in-person learning impacts the ability to build and maintain learning communities and the social interactions that are fundamentally important to adolescent learning. Careful consideration should be given to maintaining learning communities, to the extent possible, via synchronous meetings through online meeting technologies. Additionally, instructional practices that promote student interaction and discourse should be prioritized in planning and implementing lessons for high school students.
- Consider maintaining consistency in planning, delivery, and feedback that allows for flexible transition between platforms.
- Utilize school-wide common technologies that are flexible enough to support a variety of purposes, such as document creation, internet research, and online virtual meetings.
- Decide on common platforms for learning and virtual meetings.
- Provide hard copy, non-technology-dependent resources to students, as needed or as requested, taking into account students' learning preferences and styles.
- Record mini-lessons for students to view from phones, tablets, or laptop devices.
- Request that students submit work electronically, such as scans, photographs, video, and audio recordings of work and projects.
- Make in-person classroom materials available online.
- Model protocols for online classroom discussions in the physical learning space; and
- Create a consistent schedule for assigned work.
- Translations of materials or multilingual resources should be provided to English Learners, especially to support frontloading/previewing of concepts and content. See the overarching section on Multilingual Learners.

Recommendations Specific to Dual Credit, Physical Education (PE) & Elective Classes

Dual Credit

The Illinois Board of Higher Education, Illinois Community College Board, and ISBE developed the following recommendations to advise secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses as schools move to in-person, hybrid, or remote learning.

Dual Credit Courses Taught by a High School Instructor

Dual credit courses are taught by high school instructors and may fulfill students' high school graduation requirements, but they are college courses. As such, postsecondary institutions have decision-making authority in regard to course implementation. In order to complete and earn college credit for the dual credit course, students must meet the standards and expectations established by the postsecondary institution. The e-learning instruction that takes place must also meet the standards for college credit as set by the postsecondary institution. Both students and dual credit instructors should adhere to these standards.

Course Considerations for Physical Education (PE) & Elective Classes

Content Areas	Options
Family & Consumer Science, Health Science, and Agriculture)	<ul style="list-style-type: none"> • Online videos developed by the instructor, student, or industry. • Discussion boards could be traditional or could be a video discussion. The opportunity to leave video questions/answer/feedback creates connection. Allow students to support each other and drive the conversation. • Article critiques are a great way to get the students reading but also an opportunity to connect with your English language arts teachers. • Performance tasks to demonstrate skill proficiency can be completed when appropriate at home, work, college, or industry within the community. • Manipulative materials/handouts. • Career exploration research: Connect with your school-to-work program, Regional Office of Education, or career counselors. Allow students to connect with one another to discuss career opportunities. • Self-assessments or peer-to-peer assessments. • Flipped classroom.
Fine Arts (Music, Art, Media)	<ul style="list-style-type: none"> • If possible, provide musical instruments that students can use at home. • Make instrument consumables (reeds, slide oil, etc.) available to students. • Provide sheet music and the ability to interact with students (e.g., QR codes embedded, smart music software, or teacher demonstration/exemplar and student playback). • Offer students small group virtual lessons and, if possible, allow students to lead the group. • Utilize composers through virtual classroom/webinar visits. • Virtual ensembles. • Flipped classroom. • Encourage structured activities that are physical and focused on social-emotional engagement. • Provide students with examples of how music, art, and drama can be integrated into instruction (e.g., visual note-taking, diagrams, and illustrations to introduce concepts, simulations). • Assessment (student-created audio and video recordings, graphic representations, concept webs, content raps, etc.) will invite more students to show what they have learned. • Supply students with art supplies that they can keep at home. • Identify digital programs that can be utilized at home for video and photography editing, and animation. • Prepare a travel kit for students for 2D, 3D, digital, photography materials.

World Languages

Most resources for core courses also work for World Languages. Recorded lectures offer verbal enrichment as do online recording options, websites, movies, and videos in and about the language and related cultures.

Health & PE	<ul style="list-style-type: none"> • Embed Illinois Learning Standards for SEL and other relevant areas into all lessons. • Include social-emotional learning topics and checks in PE and health classes. • Explain the benefits of physical activity and its effect on mental, physical, and social health. • Collaboration between occupational therapist, physical therapist, PE, and health teachers optimizes physical and mental well-being for all learners and staff. • Consider each student's home environment when creating lessons (e.g., availability to personal exercise or weight equipment, ample space, and uninterrupted opportunities to train or work out). • Students should be able to practice and implement knowledge, skills, and procedures in the non-classroom setting that they will be asked to demonstrate in the classroom. • Provide learning opportunities that maximize student participation and create physically literate students. • See the resources section on page 100 for more information and ideas
Driver Education	<ul style="list-style-type: none"> • The classroom portion of a driver education program may be completed through remote or hybrid learning.

Meeting Needs of Special Programs

Multilingual Learners

Multilingual Learners refers to all children and youth who are, or have been, consistently exposed to multiple languages. It includes students known as English language learners, English learners (ELs) or dual language learners; heritage language learners; and students who speak varieties of English or indigenous languages.

Students who are Multilingual Learners come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. Teachers will build on families' culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. These activities will be developed using the students' current level of language proficiency. Teachers will plan to provide opportunities for students to practice their listening, reading, speaking and writing skills.

Supports will be provided to families by their classroom teachers. Teachers and support staff will work to engage students in learning by providing a mixture of activities to include oral-based activities, thematic units, games, artistic creations, and inquiry-based lessons.

Collective Responsibilities	
Administrators	As the primary decision-makers, administrators are encouraged to ensure that the existing guidelines are met and, optimally, exceeded throughout the school. “Compliance is the floor, not the ceiling.”
Teachers	As the instructional experts, teachers are encouraged to prioritize engaging their multilingual learners with ample opportunities for “live” interactions (e.g., using internet-based platforms, phone calls, etc.) and not to rely on caregivers for facilitating learning when it needs to be happening at home.
Caregivers	Caregivers are essential in the home/school partnership that is necessary for our students to excel academically and socially.
Students	Multilingual students need the support of caregivers and teachers to flourish at school.

Planning & Delivery

When planning, educators should focus on the essential content for their grade level or content area with an included emphasis on language objectives. Language objectives outline the demand on language the content objective carries. For example, a content objective might be: Students will find the lowest common denominator of two or more numbers. A related language objective could be: Students will explain orally the process they used to find the lowest common denominator of two or more numbers. When it comes to general learning and language assessment, educators can create broad rubrics that can be used across grade-level and content areas.

Other suggestions include:

- Provide options of multiple tasks or projects for students to meet the unit objectives.
- Describe criteria broadly so that it can be demonstrated in multiple ways.
- Use flexible structures and rubrics that allow for a huge variety of experiences and resources. Rubrics do not have to be task- or language-specific.
- Place student reflection and self-assessment at the center of feedback by using

assessment practices that promote engagement.

- For example, students (with caregivers) take the time to organize and design their learning portfolio (digital and/or paper), creating bilingual books, family interviews, journals, learning logs, identity text creation, etc.
- Apply a Universal Design for Learning as an overarching approach for planning and assessing student learning/progress.
- Engage all four language domains (reading, writing, listening, speaking) in planning for instruction of English Learners.
- Include appropriate scaffolds and supports when designing instructional activities for Multilingual Learners. Regardless of domain, activities for online platforms always include deliberate and explicit instruction (August & Shanahan, 2006).
- Incorporate literacy activities to provide an opportunity for the students to share stories, discoveries, and lived experiences in several languages.
- Design activities around thematically based topics for Multilingual Learners.
- Plan content-based projects and performance-based learning activities.

Special Education and Related Services

Students with special education needs are particularly vulnerable during times of disruption and change. To promote ongoing growth and progress, CHS will focus planning efforts on how to continue serving these students in all possible learning platforms and make certain all formats provide educational benefits to students with special education needs.

Additionally, as learning plans are developed, be aware that some students may struggle to re-acclimate to in-person and e-learning experiences. Plan to incorporate appropriate re-introduction of ready-learner expectations and school/classroom structures in both environments.

The focus of instruction should be individualized and based on students' IEPs, goals, modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, teacher assistants, itinerant teachers, visiting specialists, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have counseling or social work services and intense social-emotional needs documented in their IEPs. Any unexpected change can exacerbate some of those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other social-emotional learning activities. Other social-emotional topics to consider include internet safety, online etiquette, self-advocacy or speaking up to make sure one's own needs are met, safe community involvement, and personal care routines.

During e-learning, school teams, administrators, and educators can build on the relationships, practices, and infrastructure created during in-person and hybrid learning to support students with special education needs. The following section addresses considerations and recommendations that should be taken into account in planning, delivery, and assessment for learners with special education needs during times they may be away from school, teachers, and peers. Keeping these considerations and recommendations in mind before, during, and after planning -- as opposed to retrofitting already-planned instruction -- will maximize the effectiveness of e-learning for students with special education needs.

Collective Responsibilities	
School Leadership	Develop e-learning Day guidance and Implement e-learning Day plans for all learners.
Teaching Faculty	Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of flexible learning environment.
Non-Teaching Faculty, Clinicians, Itinerant Staff, Related Services Providers	Provide all instruction and services per the students' IEP.
Student	Complete your assigned work by the due date.
Caregiver	Reserve a space for students to complete remote learning work.

Planning

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Use technology resources to provide comprehensible instructions to students. Provide two-three step directions, record (audio or visual) yourself reading directions, and either link to or embed the recording in your lesson.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.

- Use student interest profiles to inform lessons and activities.
- When possible, use technology tools that allow for students to communicate through multiple modalities. If that is not possible, plan alternative communication options for students.
 - Do not require students to show their video during video conferences and/or allow them to listen without the expectation of having to talk.
 - Use captions, when possible.
 - Offer the option of communicating through a different modality (e.g., using the chat box during a video call or posting a link to an audio or video response in a discussion board).
- Give students various ways to access information because students are more likely to remember information that is presented in various formats.
- Think about how movement, arts, nature, and social activities can be incorporated into instruction.
- Encourage caregivers to 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.
- Provide a sample schedule for caregivers to model how to move from task to task and take breaks.
- Provide or help caregivers create visual or tactile supports (e.g., schedules, cues) that are consistent with the school environment.
- Be prepared to support students as they continue to learn the social nuances of working remotely. Explicit instruction or scaffolded directions may be necessary to teach students how to use and interact with others on various technology platforms.
- Remote learning environments often require students to multitask and filter through layers of incoming sensory information. Be proactive in providing support for students to either direct or redirect their attention to the most salient aspects of instruction.
- Prepare and provide materials for students with visual impairments or print disabilities in braille or other formats required by the student's IEP.
- Consider the following for students who are deaf or hard of hearing or have visual impairments when planning for and engaging in online meetings:
 - Use a neutral background and use appropriate lighting.
 - Prepare for your and the student's use of assistive listening and/or braille technology.
 - Avoid eating or chewing gum.
 - Reduce background noise and mute participants, when appropriate. Speak at a normal pace and be mindful of remote interpreters and captioning.
 - Announce who is speaking and pre-warn students if you are sharing your screen or content that causes your face to not be visible.
 - Ensure any visuals are easily seen by using color contrast, manipulating text size, or sharing the visual with the student so they can manipulate the image, as needed.

- Prepare and supply materials or visuals in braille or tactile formats, when possible.
- Prepare notes to provide to students after the meeting or video.
- Check in with the students privately to determine their understanding.
- Be aware that students may be navigating multiple devices and assistive technology.

Delivery

To make remote learning as accessible as possible to students with special education needs, the following considerations may support educators and related professionals as well as students and caregivers:

- Have clear procedures and expectations for every technology tool or platform used with students.
- Maintain regular communication with students. Use school-approved messaging, discussion board, and videoconferencing tools to communicate regularly with students.
- Encourage social interaction among students by scheduling times for students to interact without the pressure of learning content at the same time. Have students talk about events in their lives, tell jokes, or share good news.
- Provide opportunities for students to practice listening, speaking, reading, and writing skills in content areas
- Incorporate arts into instruction to allow students to learn content and express information through various media.
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Provide repetition of content using multiple modalities during and after instruction.
- Students with disabilities may not have the stamina, patience, or ability to attend to instruction or interact with others for long periods of time in a remote learning environment. Chunk information or interaction into smaller sections for students to process. For example:
 - Rather than giving students a 10-minute video to watch, break it into 2- or 3-minute sections so students can process what they have seen before moving on.
 - Instead of directing students to read an entire news article on a news website where the amount of text and visual noise may be overwhelming, copy and paste paragraphs onto a blank document so that the information is broken up into manageable sections free of distractions.
 - Allow a student to discuss a topic with one other partner in a video call rather than in a group of four so their attention can be better focused on the task at hand.
- Utilize technology resources to visually illustrate concepts for students. If you are recording yourself, show real live objects, use a small whiteboard, pieces of paper to draw and write. Search for images on the internet to illustrate key concepts. There are many online repositories of art, images, and videos from museums around the world.

- Provide text at different levels. When looking for texts to share with students, try to use websites that provide leveled texts with audio and visual support. If that is not possible, create your own leveled text with audio and visual support.
- Be aware of the impact that limited physical mobility, both gross and fine motor activity, might have on the student's ability to fully participate in remote instruction.
- If possible, provide questions or prompts to students before online group discussions if they need extra time to process the questions, formulate responses, or to relieve anxiety.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need. For example:
 - Use heading styles that allow screen reading software to navigate from section to section.
 - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
 - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
 - Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
 - Enable captioning if accurate auto-captions are an option in the online platform
- Provide transcripts of any pre-recorded audio or video used with students. Use accurate closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like "click here" or "read more" without additional descriptors.
- Allow for flexibility and extended time for students to process and respond to content.

Hands-On or Offline Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager, school leadership team, and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, chores, cleaning, hygiene, social conversations, and problem-solving, etc.
- Have students track activities with photos, artistic or musical representation, or videos and submit them to teachers.
- Keep meditation logs and provide links to meditation apps and online media.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.
- Plan lessons around resources that are available to caregivers at home and in the community (e.g., public television, library, parks, community centers).
- Utilize games, toys, or household items the students and caregivers may have at home.
- Provide a wide array of books that pertain to a student's particular interests (e.g., audio, apps, hard/soft cover books, educational science magazines, etc.).

Digital Resources for Core Subject Areas and Social-Emotional Supports

As mentioned in the previous section, students will have access web-based resources, downloaded items required for student activities or announcements through Google classroom, email or School Messenger.

Please see the current list of digital resources that nurture students' academic and social-emotional support and growth:

All Online Content and/or Social-Emotional Learning (SEL) Supports

Primary Resources for Students

CHS Google Classroom Platform-Accessible to all students during the school day. PROVIDE LINK or INSTRUCTIONS HERE

All Content Areas

Insert Links to Teacher, administrator, family recommended resources

Multilingual Learners

Educators seeking additional resources and guidance for working with Multilingual Learners can access the following resources:

- <https://www.isbe.net/Pages/Multilingual-Services.aspx>
- <https://irc.thecenterweb.org/resources>
- <https://www.isbe.net/keeplearning>
- <https://elhandbook.org/>

Social-Emotional Resources

- Wayfinder Curriculum (found in FINAO classes via Google Classrooms) More information here: <https://www.withwayfinder.com/resources/resources> (requires login)
- Ripple Effects - Home Access Link: <https://rippleeffectsweb.com/adminportal/login>
- Online Stories: <https://www.storylineonline.net/>
- Social Emotional Learning activities from Centervention: <https://www.centervention.com/social-emotional-learning-activities/>
- Epic! Books (online SEL activities): <https://www.getepic.com/>

Student Work Submissions And Grading

Teachers are encouraged to create purposeful activities allowing students to demonstrate their learning in various ways. (ie. written work, essays, journals, portfolios, discussion posts, video response, pictures, and other artifacts) Students will submit their work by sharing documents through Google Classroom, email documents, photos or videos of work, or by any previously agreed upon method.

Teachers should focus on providing feedback in a timely manner to students to improve academic growth and achievement. Feedback consistently ranks as one of the drivers to accelerate student achievement, according to research (Hattie and Anderman, 2019). Some have even speculated that ***effective feedback is equivalent to eight additional months of learning per school year.***

Teacher feedback must be actionable and specific. Feedback that is actionable provides students with something they can do to improve their assignment or project toward deeper attainment of the aligned standards. Specific feedback helps students to know in detail what improvement is needed. Keeping your feedback to the goal of mastering a standard or content will encourage and motivate the students to apply themselves.

Students are expected to complete all learning activities assigned during the e-learning day. CHS will continue to provide specific expectations for assignments (instructions and/or rubrics) and ensure that students have all the necessary tools to complete assignments, projects and assessments online in a timely manner.

Attendance

Teachers will take attendance on e-learning Days. Students are expected to participate throughout the entire class period and school day. Attendance will be based on a student's consistent engagement and participation.

Communication

Especially in times like these, communication is the key to success. ***It is vitally important for all families to have updated contact information so that teachers can connect with students.*** Each family is asked to update their mailing address, email, and phone numbers. Without this updated information, students will be left behind. Likewise, families need contact information for principals and teachers. Should a family need to contact a school, please call or email the school principal. Please see the list of building phone numbers and email addresses for administrators.

SIUE East St. Louis Charter High School e-learning plan - School and Building Leader Directory

SIUE East St. Louis Charter High School e-learning plan - School and Building Leader Directory	
Chief Executive Officer, Robin L. Hughes, PhD	618-650-3353
Principal, Kimberly Allen	618-482-8391

MAINTAINING CONNECTEDNESS TO THE COMMUNITY

Support Programs (Social-Emotional and Community)

CHS continues to work with community partners to provide resources for students and families. We have a team of licensed professionals ready to support: licensed school counselor, licensed nurse, and licensed school-based therapy through a local mental health agency.

References:

Hattie, J., & Anderman, E. M. (2019). *Visible learning guide to student achievement: Schools edition*. Routledge.

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.