



eLearning Days Overview

Background of eLearning in Illinois: The Illinois State Board of Education established an eLearning pilot in 2015 for three schools with the purpose of recording the efficacy of eLearning during emergency/non-attendance days pursuant to state statute (105 ILCS 5/10-20.56). eLearning was to be used on no more than five school days per year and would count as attendance days without the need to add emergency days to the end of the school year, according to statute. It was expected that there was five clock hours of instruction or schoolwork for each student, access to electronic communication, and appropriate learning opportunities for students with special needs. The requirement of the five clock hours of instruction was dropped before last year, which provided opportunities for school districts to pursue eLearning options for emergency day make-ups.

Background of eLearning in District 89: Over the course of the past year based on the changes in legislation that dropped the five-hour instructional requirement, districts in Illinois had the opportunity to experiment with offsite learning days, called eLearning Days. The goal of eLearning Days is to engage students in learning when school may be closed due to extreme weather. Our school district joined many districts throughout the state last year who experimented with eLearning Days as one way to make up for lost traditional school days due to extremely cold winter weather. We held two eLearning Days during Spring Break last academic year that received positive responses from the parents and educators via a survey that was sent out after our Spring Break eLearning Days. The students had the option of completing hard copy assignments or digital assignments in all the subject areas. Educators were available via email or other communication means as needed for parents and students. Parents or guardians confirmed their children's participation via their signature and educators collected the student work and reviewed the activities either hard copy or online.

We as a school district and community learned a lot through the process and received positive feedback. The survey showed that 87% of parent respondents stated that the quality of activities was just right, and 96% of parent respondents saying that the assigned learning activities were aligned with what is being taught at school. Also 95% of educators and 88% of parents preferred eLearning or a combination of both rather than adding days to the end of the year without eLearning Days.

eLearning Changes in Illinois and District 89 planning: One June 1, 2019 new rules went into effect in Illinois for eLearning Days. The five hour minimum went into effect among other changes. eLearning opportunities in districts across the state can use eLearning days with the following requirements:

- A public hearing must be held with the public receiving at least a ten (10) days notice before the hearing (publication in a newspaper of general circulation in the school district, written or electric notice designed to reach parents or guardians of students in the district, written or electronic notice designed to reach any exclusive collective bargaining representatives of school district employees and employees without a collective bargaining unit)
- Ensures five clock hours of instruction
- Ensures home or remote access for all students
- Ensures non-electronic materials are made available to students without required technology
- Ensures appropriate learning opportunities for students with special needs
- Monitors and verifies each student's electronic participation

Based on these requirements laid out in Public Act 101-0012, the district has developed a proposal to have eLearning as an option for our students.

The requirement for eLearning plans were laid out in an email sent to Superintendents by West Cook Intermediate Service Center director, Dr. Mark Klaisner, on August 9, 2019 (Appendix). This memo contained twelve issues that must be addressed as part of a district's eLearning Day plan. Below are each of these points as well as a description as to how



Maywood, Melrose Park, Broadview School District 89 will address each requirement. The following appendices provide further information and evidence for eLearning Days.

- Ensure that all teachers and staff who may be involved in the provisions of Learning have access to any and all hardware and software that may be required for the program.
 - All certified educators in District 89 have HP Elitebook that are able to connect to the Internet and have all applicable software.
 - Evidence: Teacher computers as assigned by technology department.
- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an eLearning day.
 - Educators will provide students with the appropriate lessons, activities, and work in advance of beginning the eLearning Day. Educators will be available and monitoring Clever and other curricular platforms to measure logins and also be ready to communicate to parents/students as needed. All student work that is done via Clever will need to be completed by the scheduled deadline as described in the the eLearning day communication to parents.
 - Evidence: There will be a copy of the table of activities and eLearning day work schedule before it is sent out to parents and families.
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program
 - The BrightBytes survey in the Spring of 2019 was completed by 2269 3-8th grade students across the district. What the survey found is that 92% of those respondents have Internet at home and 80% have access to devices (either computer, tablet, or cell phones). We also instituted a Single Sign On (SSO) digital platform called Clever that combines access to all of our curriculum platforms in one place. It is accessible free to anyone with a device and Internet connection, so our students will also be able to access these digital learning activities via their QR badge and/or password to their curriculum during eLearning Days.
 - Evidence: Survey results from BrightBytes, Clever analytics.
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology.
 - We will develop procedures and processes to provide students with missed learning experiences that are similar to what we currently do on a normal school day. Each teacher will be assigned a "back-up teacher in the event they are unable to access the internet. Evidence: School policy on make-up work and list of "back-up" educators. In addition to the digital resources that are accessible, hard copies of alternative activities will be provided as an option for students and families if they do not participate in the digital curricular activities.
 - Evidence: Hard copies of work or alternative activities that do not require Internet or devices will be provided for all students/families before the eLearning Day(s) are assigned. Also contact information will be provided by educators in case there is an educator who is unable to access technology during the eLearning Day(s) available times.
- Ensure appropriate learning opportunities for students with special needs.
 - Special Education staff will provide students with modified work and adjust expectations for the work. Likewise, SpEd educators will be available and monitoring Clever and other curricular platforms to measure logins and be ready to communicate to parents/students as needed to support students.
 - Evidence: Table of activities and educator contact information made available to students and families.
- Monitor and verify each student's electronic participation.
 - Educators will be available to monitor students' progress and participation via Clever, district-issued



email, and other approved school or district communication tools (Office 365, PowerSchool Learning, SwiftK12, Class Dojo, Remind, etc...). Additionally, the digital time stamps in Clever, Office 365, or other communication tools provide a way for educators to view who participated digitally and the students' hard copies of assignments and parent signatures of participation that will be submitted at the determined due date will also provide ways to track attendance.

- Evidence: Digital logs, eLearning Activity Logs, parent participation sign-off sheets.
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning.
 - Each student can complete assignments in any order and at whatever pace is appropriate for the individual learner. While educators will be available on a set schedule, students can work on and submit lessons until the scheduled deadline as described in the the eLearning day communication to parents.
 - Evidence: eLearning Day Family FAQ
- Provide effective notice to students and their parents or guardians of the use of particular days for eLearning.
 - Notification of the usage of eLearning days will be sent to parents in November of 2019. Parents will be provided with an FAQ that outlines the logistics of an eLearning Day. The district will also use social media as well as our telephone notification system to provide notice to parents.
 - Evidence: eLearning FAQ for families.
- Provide staff and students with adequate training for eLearning Days' participation.
 - Staff will be trained during plan times at both schools during the 2019-2020 school year on early dismissal Tuesdays before an eLearning day is scheduled. Following the teacher training, educators will train students.
 - Evidence: eLearning Day FAQ /or Educators
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an eLearning day.
 - The administration met with MEA leadership to review the proposal and discussed any impacts to bargaining unit members.
 - Evidence: email to staff, MEA Board of Education scheduled meeting agenda where this is discussed
- Review and revise the program as implemented to address difficulties confronted
 - At the conclusion of each eLearning day, a survey will be distributed to parents, staff, and students in grades three through eight.
 - Evidence: Copies of parent, staff, and student surveys.
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to educators, staff, and students at least 30 days prior to utilizing an eLearning day.
 - An FAQ will be distributed to parents, students, and staff at least 30 days prior to utilizing an eLearning day.
 - Evidence: eLearning FAQ /or families and eLearning FAQ for educators.

Conclusion: Based on the new flexibility provided by the Illinois legislature, school districts in Illinois have the opportunity to develop eLearning Day plans. These plans allow for innovative new ways to ensure the continuity of learning during emergency weather days. It is the administration's recommendation that the Board approves our proposal and gives the district the opportunity to call an eLearning Day if warranted. The following appendices provide further information and evidence for eLearning Days for Maywood, Melrose Park, Broadview School District 89.



APPENDIX A

Parent FAQs



District 89 eLearning Day Frequently Asked Questions (FAQ) for Parents

An eLearning day may occur when school is cancelled due to inclement weather or used to make up a school closure. Instruction is provided by each student's teacher through of multiple means (electronic and hard copy). District 89 cancelled school three days due to inclement weather this school year. District 89 will be engaged in eLearning days as needed when they are scheduled to make-up for cancelled school days.

How will we find out about the activities for the eLearning days?

- Prior to the eLearning days, students will receive activities from their teacher, you will be notified via a text, email, and/or automated call about when eLearning days are scheduled to take place.
- All eLearning information and resources will also be on the [district website \(www.maywood89.org\)](http://www.maywood89.org).

How are the eLearning activities designed?

- Preschool and kindergarten students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 1 through Grade 2 students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 3 students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 4 through Grade 5 students will be engaged in Language Arts, Math, Science, Social Studies and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grades 6 through Grade 8 students will be engaged in Language Arts, Math, Social Studies, Science, Encore, and PE in activities that are designed to be aligned to our curriculum and developmentally appropriate. Students will only complete activities for the classes in which they are currently enrolled.

Does my child need to complete all learning activities in one sitting?

- No, students can take as much time as they need to complete activities. The goal is about 5 hours of work to be done at home, but it can be done anytime throughout the day or in stages.

Are there any learning activities that are required, or can my child complete whatever he/she would like to complete?

- There are separate activities for each day of eLearning that are required. Students are required to complete either the online or hard copy learning activities to be counted towards their attendance.

How will my child submit the eLearning activities?

- Students will complete an eLearning Activity Log to receive credit. The completed eLearning Activity Log should be returned to your child's teacher along with the eLearning Activity Log on the assigned date after eLearning days are scheduled.
- If your student completes hard copy activities, they should be brought back to school on the scheduled date after eLearning Days are scheduled. Online programs Imagine Math, Imagine Espanol, MATHia, Compass Edgenuity, Lexia, Raz-Kids, Pearson Realize, Pearson DASH, HMH Ed, STEMscopes, and Wonders/Maravallas automatically record student work. These all can be accessed via the district Clever portal.

How is attendance recorded?

- Educators will verify and record eLearning Activity Logs for attendance purposes.
- Students can receive 0, ½ or 1 day of credit depending on requirements completed for each eLearning Day.

What happens if my child does not have access to a device to complete assignments?

- Students can complete the hard copy activities instead of the online activities if students do not have a device or if they choose not to complete online activities.

How will the district determine if the eLearning days were a success?

- The district will distribute an online survey to parents, educators, and students at the completion of the eLearning days.

What if I have a question about learning activities or eLearning days?

- If there are any questions, please refer to the website or contact your teacher(s) via the [PowerSchool Parent Portal](#) or email. Reaching out to educators via Clever, SWIFTK12, Class Dojo, Remind, or other ways can be arranged as determined by your child's teacher(s).



APPENDIX B

Teacher FAQs



District 89 eLearning Day Frequently Asked Questions (FAQ) for Educators

An eLearning day may occur when school is cancelled due to inclement weather or used to make up a school closure. Instruction is provided by each student's teacher through of multiple means (electronic and hard copy). District 89 cancelled school three days due to inclement weather this school year. District 89 will be engaged in eLearning days as needed when they are scheduled to make-up for cancelled school days.

When and how should we share assignments or activities with students and parents for the eLearning days?

- Educators should send home eLearning information and activities after it is scheduled to make sure that students and parents have time to receive information and reach out if they have questions. Educators should ensure all students have their log-in information for Clever along with QR badges if age-appropriate so all student can access the digital learning platforms our district uses (Imagine Math, Imagine Espanol, MATHia, Compass Edgenuity, Lexia, Raz-Kids, Pearson Realize, Pearson DASH, HMH Ed, STEMScopes, and Wonders/Maravallas).

How are the eLearning activities designed?

- Preschool and kindergarten students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 1 through Grade 2 students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 3 students will be engaged in Language Arts, Math, Social Studies or Science, and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grade 4 through Grade 5 students will be engaged in Language Arts, Math, Science, Social Studies and one special in activities that are designed to be aligned to our curriculum and developmentally appropriate.
- Grades 6 through Grade 8 students will be engaged in Language Arts, Math, Social Studies, Science, Encore, and PE in activities that are designed to be aligned to our curriculum and developmentally appropriate. Students will only complete activities for the classes in which they are currently enrolled.

How do students get attendance credit for an eLearning day?

- Students will return a signed eLearning Activity Log. The homeroom teacher will record activities using the provided Attendance Verification sheet.
- Educators will submit the final Attendance Verification sheet to the School Students will receive attendance credit once educators verify the completion of learning activities.
- Educators are responsible for checking and logging these activities in the attendance verification log via Clever or other dashboards to view student activity usage for district curricular platforms (Imagine Math, Imagine Espanol, MATHia, Compass Edgenuity, Lexia, Raz-Kids, Pearson Realize, Pearson DASH, HMH Ed, STEMScopes, and Wonders/Maravallas).
- Educators verify student activity logs and determine if the students met the attendance requirement for those days.
- Educators submit attendance for the eLearning Days to school secretary by the scheduled attendance date. The secretaries or clerks will record it in PowerSchool.
- Students can make up the assignments just as they would if a student missed a regular day of school. Students must complete learning activities by the scheduled eLearning Day(s) deadline in order to be considered present for the eLearning days. Reminder: these are counted attendance days and impact our yearly attendance average for ESSA.

Who will contact parents of students who do not submit an eLearning Activity log?

- Homeroom educators should notify students and parents who have not submitted their completed activity log that students will be counted absent unless students submit completed activity log.

What if parents and students have questions about eLearning activities?

- Parents and students will communicate all questions through the website or contact you as the teacher via the PowerSchool Parent Portal or email. Reaching out to educators via Clever, SWIFTK12, Class Dojo, Remind, or other ways can be arranged as determined by the classroom/homeroom educator.

How will the district determine if the eLearning day was a success?

- The district will distribute an online survey to parents, educators, and students at the completion of the eLearning day.

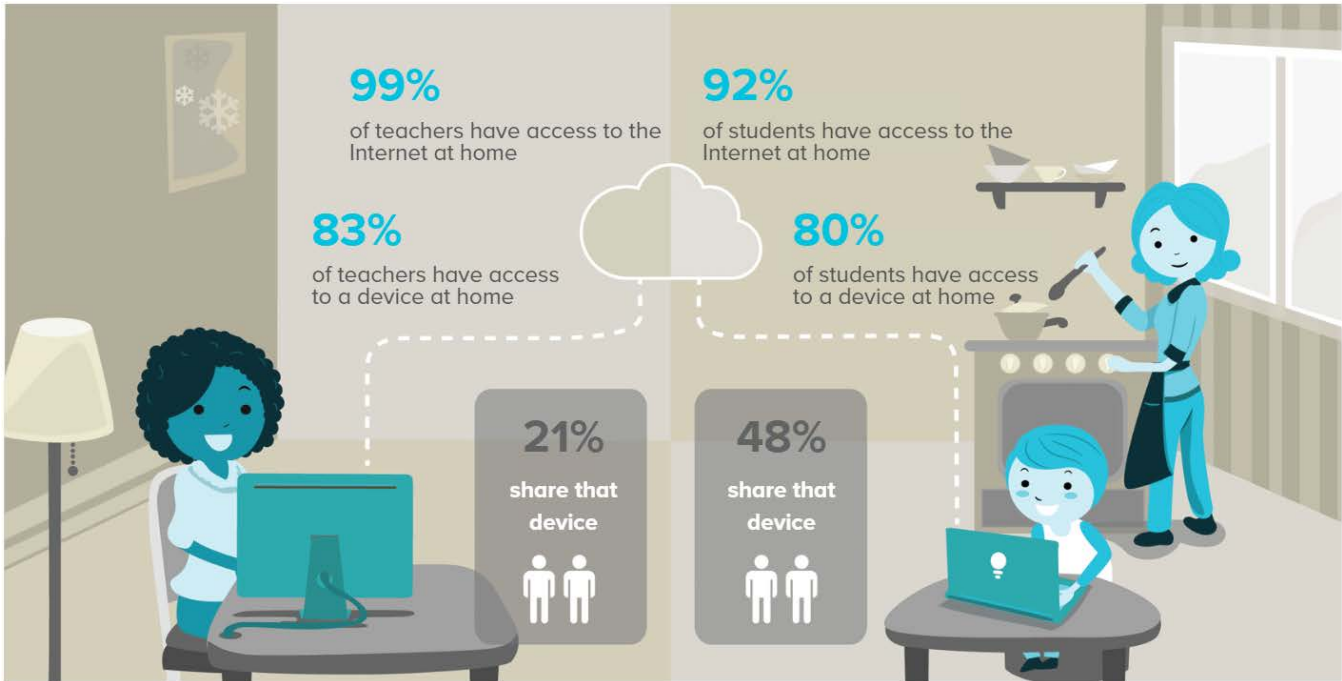


APPENDIX C

Survey Results

from Spring 2019

BrightBytes Survey for Technology Access for Students and Teachers from Spring 2019



eLearning Days Parent Survey Results from Spring 2019

Quantity of activities: Considering your child(ren)'s age(s), developmental level(s), and ability to focus on their work, how would you describe the activities assigned for English Language Arts, Mathematics, Science, and Social Studies:

[More Details](#)

● Just Right	113
● Not Enough	15
● Too Much	7



Quantity of activities: Considering your child(ren)'s age(s), developmental level(s), and ability to focus on their work, how would you describe the activities assigned for Art, World Language, Music, P.E., etc.:

[More Details](#)

● Just Right	116
● Not Enough	14
● Too Much	5



Quality of activities: In general, the difficulty of assigned learning activities was:

[More Details](#)

● Just Right	117
● Too Easy	13
● Too Difficult	5



Quality of activities: In general, the assigned learning activities aligned with the learning my child is currently receiving at School.

[More Details](#)

● Yes	129
● No	6





Overall, the eLearning day was a positive and productive learning experience for my child(ren).

[More Details](#)

135

Responses

4.28

Average Number

As a parent or guardian, the eLearning day was a productive experience for me.

[More Details](#)

135

Responses

4.17

Average Number

In the future, I would prefer:

[More Details](#)

- eLearning Days 98
- Make-up days at the end of th... 18
- A combination of eLearning d... 19



eLearning Days Educator Survey Results from Spring 2019

The amount of time to plan for eLearning day was adequate.

[More Details](#)

147

Responses

3.89

Average Number

The directions from administration for eLearning day were clearly communicated.

[More Details](#)

147

Responses

3.81

Average Number

I was able to clearly communicate the expectations for eLearning day to my students.

[More Details](#)

147

Responses

4.03

Average Number

I was able to be available to answer over Spring Break to answer any student or parent questions as they completed the eLearning Day activities.

[More Details](#)

- Yes I was available via email or... 125
- No I was not available via ema... 22



Students or parents reached out to me over Spring Break to ask questions as they completed the eLearning Day activities.

[More Details](#)

- Yes I was was contacted by stu... 55
- No student or parent contacte... 92



If parents or students reached out to me over Spring Break to ask questions and it was not via email what ways did they reach out.

[More Details](#)

● Class Dojo	19
● PowerSchool	7
● Other	35



In the future, I would prefer:

[More Details](#)

● eLearning Days	139
● Make-up days at the end of th...	4
● A combination of eLearning d...	4





APPENDIX D

Educator Hours & Back-ups



eLearning Day

Staff Work Hours

8:30 AM – 9:00 AM: Staff Plan Time

9:00 – 12:00 PM: Student Support

12:00 PM – 12:40 PM: Lunch

12:40 – 3:20 Student Support



Back-Up Contacts for e-Learning Days

If you're unable to contact your child's teacher please use the appropriate contact tree for your child's grade level.

Preschool	
Edith Rivera	edith.rivera@maywood89.org
Lauren Pace	lauren.pace@maywood89.org
Donna Manzella	donna.manzella@maywood89.org
Elizabeth Napolski	elizabeth.napolski@maywood89.org
Kindergarten	
Gabriela Arevalos	gabriela.arevalos@maywood89.org
Monica Castillo	monica.castillo@maywood89.org
Barbara Palomo	barbara.palomo@maywood89.org
Kim Houston	kimberly.houston@maywood89.org
Nicole Petersen	nicole.petersen@maywood89.org
Jennifer Contreras - Tech	jennifer.contreras@maywood89.org
First	
Amanda Rubio	amanda.rubio@maywood89.org
Nathalie Gehrke	nathalie.gehrke@maywood89.org
Jennifer Jackson	jennifer.jackson@maywood89.org
Angie Anaiel	angie.anaiel@maywood89.org
Monika Mularczyk	monika.mularczyk@maywood89.org
Casey Tessler	casy.tessler@maywood89.org
Jennifer Contreras	jennifer.contreras@maywood89.org
Second	
Juan Lopez	juan.lopez@maywood89.org
Maria Ocampo	maria.ocampo@maywood89.org
Carissa Ocasio	Carissa.ocasio@maywood89.org
Nicole Pieranunzi	Nicole.pieranunzi@maywood89.org



DISTRICT 89

MAYWOOD | MELROSE PARK | BROADVIEW

Mary Rose Matheson	maryrose.matheson@maywood89.org
Monica Hawkins	monica.hawkins@maywood89.org
Aaron Matheson	aaron.matheson@maywood89.org
Third	
Marisol Macias	marisol.macias@maywood89.org
Starr Kuttentberg	starr.kuttentberg@maywood89.org
Pamela Taliferro	pamela.taliferro@maywood89.org
Erin Herrmann	erin.herrmann@maywood89.org
Nataly Cajamarca	nataly.cajamarca@maywood89.org
Aaron Matheson	aaron.matheson@maywood89.org



The first contact for 4th – 8th grade should be the content area teacher. If the content area teacher is not available, any other grade level team members should be contacted.

Fourth	
Monica Tapia	monica.tapia@maywood89.org
Guadalupe Taylor	guadalupe.taylor@maywood89.org
Cathy Holt	cathy.holt@maywood89.org
Whitney Anderlick	whitney.anderlick@maywood89.org
Jill Deets	jill.deets@maywood89.org
Christina De La Pena - Tech	christina.delapena@maywood89.org
Fifth	
Carmen Tate	carmen.tate@maywood89.org
Margot Franco	margot.franco@maywood89.org
Alicia Mahoney	alicia.mahoney@maywood89.org
Kathy Bua	kathy.bua@maywood89.org
Denise Ziemann	denise.ziemann@maywood89.org
Micah Miner	micah.miner@maywood89.org
Christina De La Pena - Tech	christina.delapena@maywood89.org
Sixth	
Tracy Fuentes	tracy.fuentes@maywood89.org
Elizabeth Olney	elizabeth.olney@maywood89.org
Bryan Smaha	bryan.smaha@maywood89.org
Diane Whitlaw	diane.whitlaw@maywood89.org
Brandy Bolden	brandy.bolden@maywood89.org
Tracy Sykes	tracy.sykes@maywood89.org
Melissa Giermak - Tech	melissa.giermak@maywood89.org
Kiran Sidphura - Tech	kiran.sidphura@maywood89.org
Seventh	
Cecilia Concepcion	cecilia.concepcion@maywood89.org
Elizabeth Olney	elizabeth.olney@maywood89.org



DISTRICT 89

MAYWOOD | MELROSE PARK | BROADVIEW

Austin Bautista	austin.bautista@maywood89.org
Anthony Haig	anthony.haig@maywood89.org
Brandy Bolden	brandy.bolden@maywood89.org
Kiran Sidphura- Tech	kiran.sidphura@maywood89.org
<h2>Eighth</h2>	
Otis Williams	otis.williams@maywood89.org
Karla Romero	karla.romero@maywood89.org
Dylan Farley	dylan.farley@maywood89.org
Antoinette Britt	antoinette.britt@maywood89.org
Tracy Sykes	tracy.sykes@maywood89.org
Melissa Giermak - Tech	melissa.giermak@maywood89.org

APPENDIX E

eLearning Days Plans from West

40



DISTRICT 89

MAYWOOD | MELROSE PARK | BROADVIEW

From: Mark Klaisner mklaisner@west40.org
Subject: E-Learning plans
Date: August 9, 2019 at 5:32 PM
To: Superintendents supe@west40.org
Cc: Josh Boies jboies@west40.org



Good evening all,

E-Learning Days: You are probably already aware that the General Assembly adopted a resolution to allow school districts the option of using E-Learning days "while students are not physically present in lieu of the district's scheduled emergency days." ([Public Act 101-0012 pg 15 of the pdf](#)) On Wednesday, Governor Pritzker signed this act into law. The legislation requires that your program be verified by the ROE/ISC on or before September 1. The ROEs/ISCs do not have the guidance we need at this time to approve those programs. Therefore, September 1 is to be considered a "soft" deadline, which means we have permission to approve these programs **after** September 1.

Before Board adoption and before your program can be sent to the ROE/ISC office, your school board must hold a public hearing at a regular or special BOE meeting for the initial proposal or renewal of your E-Learning program. At least 10 days before the public hearing, notice must be published for the public, to your collective bargaining unit representatives and to those employees not covered in a collective bargaining unit.

Specifically, the law states that your E-Learning program must:

- Ensure that all teachers and staff who may be involved in the provisions of e-learning have access to any and all hardware and software that may be required for the program
- Ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in an E-Learning day.
- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program
- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology
- Ensure appropriate learning opportunities for students with special needs
- Monitor and verify each student's electronic participation
- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning
- Provide effective notice to students and their parents or guardians of the use of particular days for E-Learning
- Provide staff and students with adequate training for E-Learning days' participation
- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an E-Learning day
- Review and revise the program as implemented to address difficulties confronted
- Ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an E-Learning day.

The ROE offices are still waiting for guidance from ISBE. I anticipate that we will use a form/checklist to make sure that you have provided the proper notice to those who need it and that your program addresses the bullet points listed above.

I will share out more on this topic as it develops.

Respectfully,
Mark

Dr. Mark A. Klaisner
Executive Director
West 40 ISC #2
4413 Roosevelt Road
Suite 104
Hillside, IL 60162
(708) 449-4284 X1000



APPENDIX F

Assignment

Activity Log

Excel | Miner, Micah > eLearning | PreK-3 eLearning Attendance Verification - Saved

File Home Insert Data Review View Help Tell me what you want to do Open in Desktop App Share

Undo Clipboard Font Alignment Number Styles Cells Editing Ideas

A9 It is the homeroom teacher's responsibility to record collected eLearning Activity Logs by Wednesday, May 1.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Directions:																	
2	Use this eLearning Attendance Verification spreadsheet for eLearning Days.																	
3	Save this file as your last name and room number.																	
4	Enter or paste names of your homeroom students in column A.																	
5	Record information from eLearning Activity Logs into this spreadsheet.																	
6	Each day is counted separately and has its own attendance requirements--see tabs.																	
7																		
8	Due Dates:																	
9	It is the homeroom teacher's responsibility to record collected eLearning Activity Logs by Wednesday, May 1.																	
10	By May 3, teachers should notify students and parents who have not submitted their completed eLearning Activity Log.																	
11	Students will then have until Monday, May 6, to return their completed eLearning Activity Log and receive attendance credit.																	
12	Students will be counted absent unless students return a completed eLearning Activity Log by May 6.																	
13	Teachers should verify all final eLearning Log submissions and complete this eLearning Attendance Verification spreadsheet by Friday, May 10.																	
14	Teachers email eLearning Attendance Verification spreadsheet to school secretary by end of day on Friday, May 10. Copy building administrators.																	
15																		
16																		

Directions Day 1 Day 2

Excel | Miner, Micah > eLearning | 4-5 eLearning Attendance Verification - Saved

File Home Insert Data Review View Help Tell me what you want to do Open in Desktop App Share

Undo Clipboard Font Alignment Number Styles Cells Editing Ideas

A9

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Teacher Name														
2	DAY 1 Activity Log														
3	Student Name	Language Arts	Math	Science/Social Studies	Specials	Student Attendance Y/N									
4															
5															
6															
7															
8															
9															
10															
11															
12															
13															
14															

Directions Day 1 Day 2



File Home Insert Data Review View Help Tell me what you want to do Open in Desktop App Share Comments

Clipboard Font Alignment Number Styles Cells Editing Ideas

A3 Student Name

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Teacher Name																
2	DAY 1 Activity Log																
3	Student Name	Language Arts	Math	Science	Social Studies	PE	Health	Drama	Art	Global Awareness	Journalism	Music Band/Orchestra	STEM	Student Attendance Y/N			
4																	
5																	
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14																	

Directions Day 1 Day 2



APPENDIX G

Assigned Work

Outline

eLearning Activities Outline 2019-2020

PreK-5th Grades Day 1

D89 Elementary Schools			
	Language Arts	Math	Specials
Preschool	<p>Practice writing your name.</p> <p>Read a favorite story with an adult and draw a picture of your favorite part.</p>	<p>Count to 20 using movements (i.e. claps/marching).</p> <p>Create a pattern with objects in your home, i.e. colors, shapes, etc.</p>	<p>Engage in physical activities.</p> <p>GoNoodle: https://www.youtube.com/watch?v=Imhi98dHa5w</p>
Kindergarten	<p>Engage in Reading activities with RazKids, Lexia.</p> <p>Read a story and draw a picture of your favorite part. Write a sentence about your picture.</p> <p>Reread a story and retell it. Include the beginning, middle, and end.</p>	<p>Engage in Math activities using Imagine Math.</p> <p><i>Math activity.</i></p>	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=Imhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfl</p> <p>Practice throwing and catching a ball.</p> <p>Dance and sing along to a favorite song.</p>
1st Grade	<p>Engage in Reading activities on RazKids and/or Lexia via Clever.</p> <p>Read a story and complete a Z-Chart Graphic Organizer.</p> <p>Reread the story and retell it. Include the beginning, middle, and end.</p>	<p>Engage in Math activities using Imagine Math via Clever</p> <p><i>Math activities.</i></p>	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=Imhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfl</p> <p>Practice throwing and catching a ball.</p> <p>Dance and sing along to a favorite song.</p>



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2nd Grade	<p>Engage in Reading activities on RazKids and/or Lexia.</p> <p>Read a story and complete a Z-Chart Graphic Organizer.</p> <p>Using the Z-Chart graphic organizer, write a paragraph summarizing the story.</p>	<p>Engage in Math activities using Imagine Math.</p> <ul style="list-style-type: none">• Emerson• Garfield• Jane Addams• Lincoln• Melrose Park• Roosevelt• Washington Dual <p><i>Math activities.</i></p>	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfl</p> <p>Practice throwing and catching a ball.</p> <p>Dance and sing along to a favorite song.</p>	
3rd Grade	<p>Engage in Reading activities on RazKids and/or Lexia.</p> <p>Read a story and complete a Z-Chart Graphic Organizer.</p> <p>Using the Z-Chart graphic organizer, write a paragraph summarizing the story.</p>	<p>Engage in Math activities using Imagine Math.</p> <ul style="list-style-type: none">• Emerson• Garfield• Jane Addams• Lincoln• Melrose Park• Roosevelt• Washington Dual <p><i>Math activities.</i></p>	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfl</p> <p>Dance and sing along to a favorite song.</p> <p>Draw a realistic picture with pencil or crayon.</p>	
4th Grade	<p>Engage in Reading activities on RazKids and/or Lexia.</p> <p>Read an article, chapter, or story and complete a Z-Chart Graphic Organizer.</p> <p>Using the Z-Chart graphic organizer, write a paragraph summarizing what you read.</p>	<p>Engage in Math activities using Imagine Math.</p> <ul style="list-style-type: none">• Emerson• Garfield• Jane Addams• Lincoln• Melrose Park• Roosevelt• Washington Dual <p><i>Math activities.</i></p>	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfl</p> <p>Dance and</p>	<p>Login to your PowerSchool Account and link to Pearson Realize, My World. Read “Interpret Maps” on page 420 in the eText. Using it as an example, draw a map of streets and places in your</p>



			<p>sing along to a favorite song.</p> <p>Draw a realistic picture with pencil or crayon.</p>	<p>neighborhood.</p> <p>Read “Interpret Maps.” Using it as an example, draw a map of streets and places in your neighborhood.</p> <p>Login to your Powerschool Account and link to Pearson Realize, Interactive Science. Read “What is Technology” on page 350 of the eText. List technologies in cars that keep people safe.</p> <p>Read “What is Technology.” List technologies in cars that keep people safe.</p>
<p>5th Grade</p>	<p>Engage in Reading activities on RazKids and/or Lexia.</p> <p>Read an article, chapter, or story and complete a Z-Chart Graphic Organizer.</p>	<p>Engage in Math activities using Imagine Math.</p> <ul style="list-style-type: none">• Emerson• Garfield• Jane Addams• Lincoln• Melrose Park• Roosevelt	<p>Exercise along with these videos:</p> <p>https://www.youtube.com/watch?v=1mhi98dHa5w</p>	<p>Login to your PowerSchool Account and link to Pearson Realize, My World. Read “How Has Illinois Changed Over</p>



	<p>Using the Z-Chart graphic organizer, write a paragraph summarizing what you read.</p>	<ul style="list-style-type: none">• Washington Dual <p><i>Math activities.</i></p>	<p>https://youtu.be/L_A_HjHZxfI</p> <p>Practice throwing and catching a ball.</p> <p>Dance and sing along to a favorite song.</p>	<p>Time” on page IL55. Write 3 questions you can ask to learn about changes in your area.</p> <p>Read “How Has Illinois Changed Over Time.” Write 3 questions you can ask to learn about changes in your town.</p> <p>Login to your Powerschool Account and link to Pearson Realize, Interactive Science. Read “Computer Technology” on pages 372-373 of the eText. Answer questions about how we benefit from technology.</p> <p>Read “Computer Technology.” Answer questions about how we benefit from technology.</p>
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STARS	Language activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Math activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	
RISE	Language Arts activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Math activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	

PreK-5th Grades Day 2

D89 Elementary Schools			
	ELA	Math	Specials
Preschool	<p>Practice writing their name.</p> <p>Read a favorite story with an adult.</p> <p>Draw a picture and share your favorite part.</p>	<p>Count to 20 using movements (i.e. claps/marching).</p> <p>Create a pattern with objects in your home, i.e. colors, shapes, etc.</p>	<p>Engage in physical activities.</p> <p>GoNoodle: https://www.youtube.com/watch?v=lmhi98dHa5w</p>
Kindergarten	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Engage in Math activities using Imagine Math.</p> <ul style="list-style-type: none"> • Emerson • Garfield • Jane Addams • Lincoln • Melrose Park • Roosevelt • Washington Dual <p>Complete assigned Math activities.</p>	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p> <p>Complete assigned Art activity.</p>



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		<ul style="list-style-type: none">• English• Español	Sing along to your favorite songs.
1st Grade	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Complete Math activities using Imagine Math.</p> <ul style="list-style-type: none">• English• Español	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p> <p>Complete assigned Art activity.</p> <p>Sing along to your favorite songs.</p>
2nd Grade	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Complete Math activities using Imagine Math.</p> <p>Complete assigned Math activities.</p>	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p> <p>Complete assigned Art activity.</p> <p>Sing along to your favorite songs.</p>
3rd Grade	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Complete Math activities using Imagine Math.</p> <p>Complete assigned Math activities.</p>	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p>



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			<p>Complete assigned Art activity.</p> <p>Sing along to your favorite songs.</p>
4th Grade	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Complete Math activities using Imagine Math.</p> <p>Complete assigned Math activities.</p>	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p> <p>Complete assigned Art activity.</p> <p>Sing along to your favorite songs.</p>
5th Grade	<p>Complete Reading activities on RazKids and/or Lexia.</p> <p>Complete assigned Reading activities.</p>	<p>Complete Math activities using Imagine Math.</p> <p>Complete assigned Math activities.</p>	<p>Follow along with the exercises in these videos:</p> <p>https://www.youtube.com/watch?v=lmhi98dHa5w</p> <p>https://youtu.be/L_A_HjHZxfI</p> <p>Complete assigned Art activity.</p> <p>Sing along to your favorite songs.</p>
RISE, STARS	<p>Language Arts activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day</p>	<p>Math activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day</p>	



6th-8th Grades Day 1

	6th Grade	7th Grade	8th Grade
ELA	<p>Complete Reading activities on Edgenuity CompassLearning.</p> <p><u>Read for at least 20 minutes and complete:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square 	<p>Complete Reading activities on Edgenuity CompassLearning.</p> <p><u>Read for at least 20 minutes and complete:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square 	<p>Complete Reading activities on Edgenuity CompassLearning.</p> <p><u>Read for at least 20 minutes and complete:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square
Math	<p>Complete Math activities on Edgenuity CompassLearning.</p> <p>Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and explain its change over time (it increased, it decreased, etc.).</p>	<p>Complete Math activities on Edgenuity CompassLearning.</p> <p>Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and explain its change over time (it increased, it decreased, etc.).</p>	<p>Complete Math activities on Edgenuity CompassLearning.</p> <p>Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and explain its change over time (it increased, it decreased, etc.).</p>
Science	<p>Look up today's weather in five countries. Draw a map and label countries and temperature. Explain the difference in temperatures.</p> <p>Science Activities</p> <p>English</p> <ul style="list-style-type: none"> o Level A o Level B <p>Español</p>	<p>Look up today's weather in five countries. Draw a map and label countries and temperature. Explain the difference in temperatures.</p> <p>Science Activities</p> <p>English</p> <ul style="list-style-type: none"> o Level A o Level B <p>Español</p>	<p>Look up today's weather in five countries. Draw a map and label countries and temperature. Explain the difference in temperatures.</p> <p>Complete Science activities.</p>
Social Studies	<p>Research a current event in which you are interested. Write a reflection (at least 3 paragraphs). Please cite your resource.</p> <p>Complete Social Studies Activities</p>	<p>Research a current event in which you are interested. Write a reflection (at least 3 paragraphs). Please cite your resource.</p> <p>Complete Social Studies Activities</p>	<p>Research a current event in which you are interested. Write a reflection (at least 3 paragraphs). Please cite your resource.</p> <p>Complete Social Studies activities.</p>



	English Español	English Español	
PE	Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?	Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?	Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?
Health	Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.	Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.	Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.
Drama	Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.	Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.	Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.
Art	Create a collage about your life using items from your home.	Create a collage about your life using items from your home.	Create a collage about your life using items from your home.
Global Awareness	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.
Journalism	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List	This assignment should be completed over the next two eLearning days. Research a person, topic, or event you are interested in and write down 3-5



	research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.	research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.	interesting findings. List research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.
Music Band/Orchestra	Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.	Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.	Complete a song reflection for a favorite song that is appropriate for school. Describe the reasons you like or dislike about the song and genre.
STEM	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.
STARS, STRIDE	Language Arts activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Math activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Other Science or Social Studies activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day

6th-8th Grades Day 2, 2019

	6th Grade	7th Grade	8th Grade
ELA	Complete Reading activities on Edgenuity CompassLearning. Read for at least 20 minutes and complete: <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square	Complete Reading activities on Edgenuity CompassLearning. Read for at least 20 minutes and complete: <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square	Complete Reading activities on Edgenuity CompassLearning. Read for at least 20 minutes and complete: <input type="checkbox"/> Reading log. <input type="checkbox"/> 4 Square
Math	Complete Math activities on Edgenuity CompassLearning. Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and	Complete Math activities on Edgenuity CompassLearning. Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and	Complete Math activities on Edgenuity CompassLearning. Collect 5 days of temperatures and record them on a coordinate plane. Describe the temperature over 5 days and



	explain its change over time (it increased, it decreased, etc.).	explain its change over time (it increased, it decreased, etc.).	explain its change over time (it increased, it decreased, etc.).
Science	<p>Complete STEMScopes activities.</p> <ul style="list-style-type: none"> ○ Login link to STEMscopes ○ Directions for accessing activities <p>Complete Science Activities</p> <p>English</p> <ul style="list-style-type: none"> ○ Level A ○ Level B <p>Español</p>	<p>Complete STEMScopes activities.</p> <ul style="list-style-type: none"> ○ Login link to STEMscopes ○ Directions for accessing activities <p>Complete Science activities.</p> <p>English</p> <ul style="list-style-type: none"> ○ Level A ○ Level B <p>Español</p>	<p>Complete STEMScopes activities.</p> <ul style="list-style-type: none"> ○ Login link to STEMscopes ○ Directions for accessing activities <p>Complete Science activities.</p> <p>English</p> <ul style="list-style-type: none"> ○ Level A ○ Level B <p>Español</p>
Social Studies	<p>Complete Edgenuity Compassactivities</p> <p>Complete Social Studies Activities</p> <p>English</p> <p>Español</p>	<p>Complete Edgenuity Compassactivities</p> <p>Complete Social Studies activities</p> <p>English</p> <p>Español</p>	<p>Complete Edgenuity Compassactivities</p> <p>Complete Social Studies activities</p> <p>English</p> <p>Español</p>
PE	<p>Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p>	<p>Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p>	<p>Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</p>
Health	<p>Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p>	<p>Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p>	<p>Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. Record this and explain its nutritional value.</p>
Drama	<p>Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>	<p>Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>	<p>Act out a scene of a book, poem, or play that you have read and provide an audio or video clip of your re-enactment.</p>
Art	<p>Create a collage about your life using items from your home.</p>	<p>Create a collage about your life using items from your home.</p>	<p>Create a collage about your life using items from your home.</p>
Global Awareness	<p>Complete the same activity from yesterday. Research a person, topic, or event you are</p>	<p>Complete the same activity from yesterday. Research a person, topic, or event you are</p>	<p>Complete the same activity from yesterday. Research a person, topic, or event you are</p>



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	interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.	interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.	interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.
Journalism	Complete the same activity from yesterday. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.	Complete the same activity from yesterday. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.	Complete the same activity from yesterday. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Here is a link to Mr. Gorski's page for resources.
Music Band/Orchestra	Complete a song reflection for another family member's favorite song. Describe the reasons you like or dislike about the song and genre compared to your music choices.	Complete a song reflection for another family member's favorite song. Describe the reasons you like or dislike about the song and genre compared to your music choices.	Complete a song reflection for another family member's favorite song. Describe the reasons you like or dislike about the song and genre compared to your music choices.
STEM	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.	Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.). Click here for some examples.
STARS, STRIDE	Language Arts activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Math activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day	Other Encore activities will be aligned to student IEPs and be passed out the day before the scheduled eLearning day