



**Aurora Collegiate Academy**  
**COVID In-Person Learning Guide**  
**SY 2020-21**

Dear Aurora Families,

After thoughtful conversation with medical experts, the Aurora School Board, and our parents, we have decided to reopen the school for in-person learning. At Aurora, we believe the choice to return is a personal one based on many individual factors. We are honoring the choices made by families in December around the choice to return. We have built our rosters around the parent indications. If you chose to continue at-home learning, rest assured knowing very little will change for you.

Our goal is to provide a high-quality learning environment for all students anytime, anywhere, but most importantly, **safely**. While we hope to return, if cases increase either locally or at school we may be required to shift back to fully at-home learning. We will do all we can to communicate decisions and information as much in advance as possible.

Please review this document to answer any of the questions you may have. If you have additional questions do not hesitate to reach out. We want to provide you with the information you need to make an informed decision.

Sincerely,

The Aurora Collegiate Academy Team  
901-249-4615



# RETURN TO SCHOOL TIMELINE

**FEB 8**

**FAMILIES INFORMED  
OF RETURN**

**FEB 22**

**GRADES K, 3, 5  
RETURN**

**MARCH 1**

**GRADES 1, 2, 4  
RETURN**

## Our School Mission Remains the Same...

Building a foundation of knowledge, skills, and character, Aurora Collegiate Academy educates students in kindergarten through fifth grade for success in college preparatory middle and high schools, and sets them on the road to college beginning in kindergarten.

But have a new “rally cry” to meet the current moment:

We **ALL** stand united in our commitment to academic success, social/emotional development, and joyful learning, together or apart.

### **We have the following priorities for SY20-21:**

- Ensuring social and emotional wellness for students, teachers, and families
- Providing physical safety and coping strategies for community
- Strengthening parent partnerships and communication
- Balancing joy and rigor in academics
- Ensuring equitable access for all (technology, language, scaffolding of skills)
- Demonstrating adaptability and flexibility in responding to changing situations and uncertain times

## Guiding Principles for Planning

We have planned this school year to support our mission during COVID-19 with these three Guiding Principles in mind:

- **Anytime, Anywhere, Safely:**

- This means safety is our top priority.
- This means we are ready for in person, remote, virtual, or any combination of learning format.
- This means teachers will be teaching, students will be learning, regardless of the format.

- **Differentiated, with High Expectations for All:**

- This means we ensure our English Learners and students with disabilities and their families have requisite access and support.
- This means we all use the same curriculum and quality instructional practices, but modify them for synchronous or asynchronous, varying formats, and age-appropriateness. We hold rigorous and high expectations for all students.
- “We cannot confuse equity with equality as we build a model to best meet the needs of all of our students.” This means we aspire to create community partnerships that increase our inclusivity and ability to meet the needs of our students (*e.g., all staff have the opportunity to learn to speak Spanish and engage in anti-bias/anti-racism training*).

- **Connection and Joyful Community with a Holistic Focus:**

- This means we prioritize social and emotional wellness and development alongside academics. We ensure emotional health of all members of our community
- This means we balance joy with rigor. We have unpacked what a joyful community would look like, sound like, and feel like.
- This means we strengthen our community. We help families that are struggling with food shortage, trauma, or other impacts of the pandemic. We communicate clearly and transparently. We seek to engage all stakeholders as partners.

## PRIDE is more important than ever!

Five core values - **personal responsibility, respect, integrity, determination, and excellence** - are at the heart of the Aurora Collegiate community and represent the cornerstones of the school's Code of Conduct. All students are proactively and explicitly taught these values, all teachers model and support these values, and all students are expected to conduct themselves according to these values, **anytime, anywhere learning is happening.**

### **P** **Personal Responsibility:**

- We accept consequences for our actions.
- We advocate for what we need.
- We take care of our virtual and in-person classroom learning spaces.
- We show up to school, whether in person or at home, on time and ready to learn.

### **R** **Respect:**

- We treat each person as valuable, worthy of greatness and goodness.
- We show respect at all times for each other, for property, and for differences.
- We will be focused, attentive, and active participants during learning.

### **I** **Integrity:**

- We follow school expectations, regardless of who we are with or where we are.
- We do what is right even if doing the right thing is more difficult.
- We help each other. We notice when someone needs help and lend a hand.

### **D** **Determination:**

- We work harder in the face of adversity.
- We work to find solutions and not focus on problems.
- We overcome obstacles and barriers to our success no matter where we are learning.

### **E** **Excellence:**

- We speak loud and proud.
- We complete all assignments to the best of our ability.
- We strive for quality in all we do.

## What do we know about COVID-19?

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. The virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. That's why personal prevention practice (such as handwashing and staying home when sick) and environmental cleaning and disinfection are important practices.

Any scenario in which many people gather together poses a risk for COVID-19 transmission. While children generally experience mild symptoms with COVID-19, and, to date, have not been found to contribute substantially to the spread of the virus, transmission from even those with mild or no apparent symptoms remains a risk. We are learning more every day regarding COVID-19 in children, teens and in school settings and using that data and research to make school guidance and approach better.

Symptoms may appear 2-14 days after exposure to the virus. People with these **symptoms** may have COVID-19:

- Fever above 100.4 degrees F
- Chills
- Vomiting
- Cough
- Loss of taste/smell
- Trouble breathing
- Diarrhea

Any staff or scholars displaying these symptoms may **not** attend school or work. **If scholars have been exposed to or are experiencing COVID symptoms, please contact the front office.** The following page shows how Aurora will screen for and respond to suspected cases of COVID-19.

## COVID-19 Screening

## Students/Staff Response

## School Response

### No symptoms OR Direct Exposure\*

No signs of COVID-19 via temp checks, self-reporting, or signs/symptoms

### Proceed to School/Work

Follow all safety procedures outlined

### Implement Preventive Practices

Follow all safety procedures outlined

### Direct Exposure (within 6ft., $\geq 10$ min), No Symptoms

Came in close contact or interacted with a confirmed case of COVID-19 - experiencing no symptoms

### Can Return to School/Work after:

- Complete 14 days of quarantine.
- If this person is tested for COVID-19 during the 14 day quarantine period, a negative test result would not change or decrease the time a person is monitored, but a positive test would move the person into one of the below categories based on whether they are still asymptomatic or have developed symptoms.

### Implement Enhanced Mitigation Measures

Implement communication guide

### Direct Exposure (within 6ft., $\geq 10$ min), Multiple Symptoms\*

Came in close contact or interacted with a confirmed case of COVID-19 - experiencing symptoms as described in Symptoms Guide

### Can Return to School/Work after:

- At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications AND improvement in respiratory symptoms (e.g. cough, shortness of breath);
- AND**
- At least 10 days have passed since symptoms first appeared

### Implement Enhanced Mitigation Measures

Implement communication guide

AND/OR

### Targeted Closure

Close off affected areas (i.e. classrooms, offices, etc.) to deep clean and disinfect

### Diagnosis, No Symptoms

Laboratory-confirmed case of COVID-19 but experiencing no symptoms (asymptomatic)

### Can Return to School/Work after:

- At least 10 days have passed since the positive laboratory test and the person remains asymptomatic.
- Asymptomatic persons who test positive and later develop symptoms should follow the guidance for symptomatic persons below.

### Targeted Closure

Close off affected areas (i.e. classrooms, offices, etc. and if possible, to clean and disinfect

OR

### Short-term Closure

Close for facility-wide deep cleaning

OR

### Long-term Closure

Close building for at least 14 days

WITH

### Diagnosis with Symptoms

Laboratory-confirmed or suspected case of COVID-19

### Can Return to School/Work after:

- At least 24 hours have passed since recovery defined as resolution of fever without the use of fever reducing medications AND improvement in respiratory symptoms (e.g. cough, shortness of breath)
- AND**
- At least 10 days have passed since symptoms first appeared (without testing)

### Implement Enhanced Mitigation Measures

Implement communication guide

## How is Aurora making In-Person Learning safe?

### Safety Precautions- General

- **Masks-** All scholars, staff, and visitors will be required to wear masks **at all times** (except while eating). Masks will be provided to scholars if needed.
- **Temperature Checks-** All scholars and visitors will have a temperature check prior to being allowed in. Any individual with a temperature above 100.4 F will not be allowed into the building.
- **Arrival-** We ask that all parents use the car line entrance to avoid congregating by our doors (See diagram for process). If your vehicle will not fit in the garage, please reachout to the front office for next steps.
- **Dismissal-** To streamline dismissal all families will be provided a numbered car tag. Please keep the number/car tag available, as failure to provide the number will require a delayed dismissal process for your family.



## How is Aurora making In-Person Learning safe?

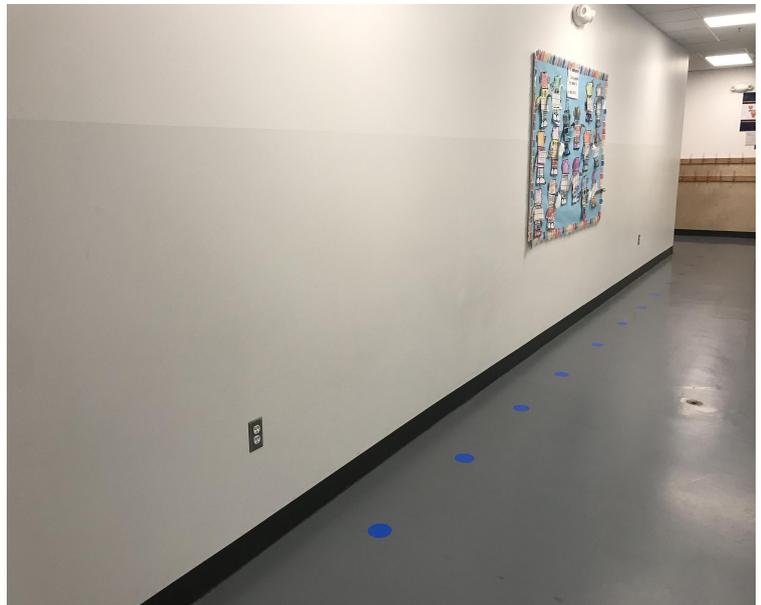
### Safety Precautions- General

- **Visitors-** We are not allowing visitors in our building, instead preferring virtual communication.
- **Late arrival/early dismissal-** Please limit late arrivals and early dismissals, attempt to schedule any appointments on Friday for our asynchronous learning day.

## How is Aurora making In-Person Learning safe?

### Safety Precautions- Building

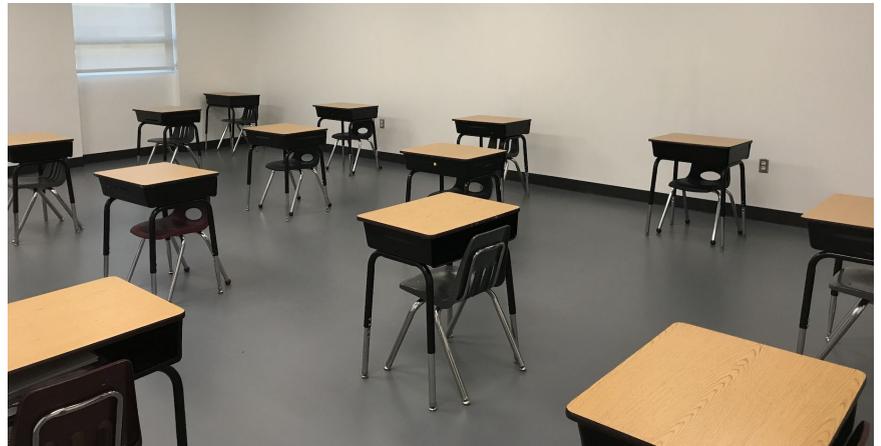
- **Air System-** Each classroom has its own air supply, meaning air will not be commingled with other classrooms.
- **Restrooms-** Students will social distance when using the bathroom. All bathrooms will be disinfected throughout the day.
- **Water Fountain-** To lower risk of infection, our water fountains will be closed. Students are encouraged to bring water bottles that can be refilled as needed.
- **Hallways-** Social distanced circles will be placed on the floor in commonly used spaces (e.g., outside of bathrooms and in arrival/dismissal areas) to help designate safe distances to stand and remain apart from other scholars.



## How is Aurora making In-Person Learning safe?

### Safety Precautions- Classroom and Schedule

- **Classroom set up-** We are following CDC guidelines and ensuring all desks are 6 ft apart or more.



## How is Aurora making In-Person Learning safe?

### Safety Precautions- Classroom and Schedule

- **Breakfast-** Breakfast will be provided to all scholars and served in homeroom. Scholars may remove masks to eat any meal.
- **Lunch-** All lunch will occur in the classroom. We will continue to provide all students with a free high-quality lunch.
- **Snack Time (K/1)-** Snack time will follow the lunch procedures.
- **PE/Art-** PE will be conducted in classrooms and Art will be held in the cafeteria.
- **Recess-** Scholars will have recess daily. Scholars will be required to wear a mask during recess. Scholars are not permitted to share toys during recess. One class at a time will attend recess.
- **Library-** In order to limit high touch areas, the library will be closed until further notice.
- **Materials-** Every scholar will have individual supplies that will remain on their desk. No sharing of supplies will occur.
- **Carpet Time-** To keep scholars separated, we will discontinue.
- **Teacher Rotations-** In order to limit scholars' exposure, they will stay in the same room while teachers rotate between classrooms.  
**Except in K and 1. Will students will be with the the same teacher all day.**
- **After-School programing-** In order to provide appropriate time to clean and ensure social distancing, no after-school programming will be provided on site until further notice.

## What are the procedures for Arrival and Dismissal?

### Arrival - begins at 8:00 AM

Car Rider	Walker
<p>Car riders will be dropped off in the garage (vehicles must be under 7'10" in height to enter the garage):</p> <ol style="list-style-type: none"> <li>1. Cars will stop where there is a staff member, everyone in car should put face masks on;</li> <li>2. Scholars will open the door (when possible) and exit the vehicle on the driver side of the car;</li> <li>3. Aurora staff will check the scholars temperature;</li> <li>4. If scholar does not have a temperature (100.4 or above), they may proceed up the staircase to their classroom;</li> <li>5. Scholars will sanitize their hands prior to entering class.</li> </ol>	<p>Parents must walk with scholars to the walker door (side of gym):</p> <ol style="list-style-type: none"> <li>1. Before arriving at the walker door, parents and scholars should put on their face masks;</li> <li>2. Walkers will stand in line following the social distance circles on the ground;</li> <li>3. Aurora staff will check the scholars temperature;</li> <li>4. If scholar does not have a temperature (100.4 or above), they may proceed to their classroom;</li> <li>5. Scholars will sanitize their hands prior to entering class.</li> </ol>

### Dismissal - begins at 3:30 PM

Car Rider	Walker
<ol style="list-style-type: none"> <li>1. Car will enter the car line safely;</li> <li>2. Make sure the car tag number is visible on your rearview mirror;</li> <li>3. Pick-up scholar from garage;</li> </ol> <p>If you do not have your car tag number you will need to wait until all other cars have cleared the line for assistance.</p>	<ol style="list-style-type: none"> <li>1. Park car by the main entrance parking lot and put on face mask;</li> <li>2. Walk up to walker door and show car tag number to Aurora staff;</li> <li>3. Wait on one of the social distance circles for scholar to arrive.</li> </ol>



## What can we expect when we return?

### High-Quality Curriculum & Instruction Anywhere

Aurora Collegiate Academy is committed to delivering effective, standards based instruction anytime and anywhere. We will accomplish this task through implementing a content-based ELA curriculum (**EL Education and IReady**) and a rigorous math curriculum (**Eureka Math and IReady**) with integrity; by addressing learning loss, embedding missed standards in grade level instruction; and providing timely coaching, development and emotional support to teachers. We will differentiate for our English Learner scholars, students with disabilities, and our most vulnerable scholars while maintaining high expectations and a nurturing environment no matter the place.



**No matter the location**, Aurora is committed to ensuring high-quality instruction that is...

- Focused and manageable
- Meaningful and engaging
- Empowering and student-centered
- Joyful, responsive, and wellness-centered
- Differentiated and appropriately challenging
- Growth oriented

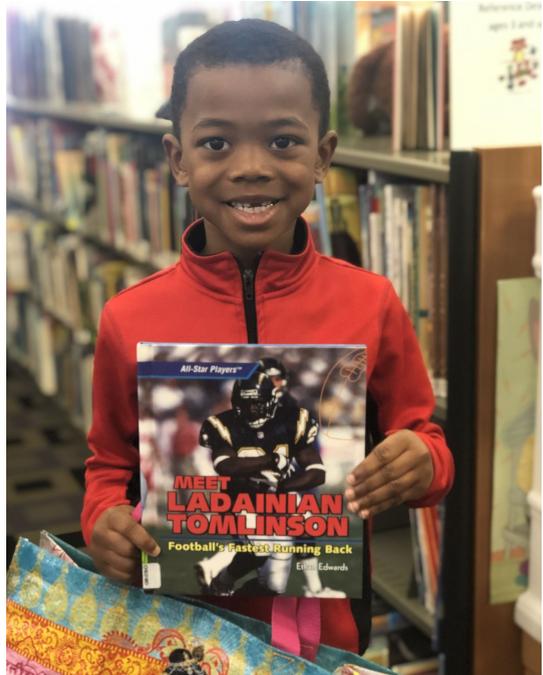


## What can we expect when we return?

### Student Support Services Anywhere

Aurora is committed to ensuring all scholars receive required supports in person or at home.

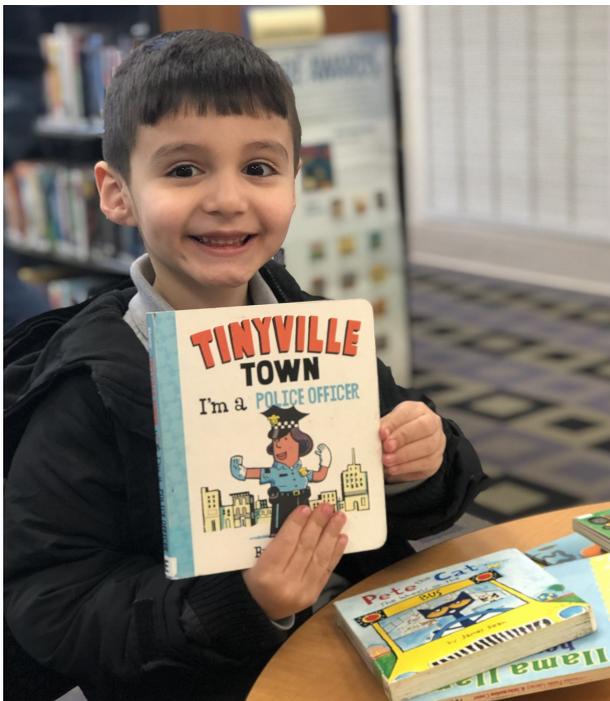
Scholars that receive academic support services will continue to receive support virtually to limit scholar and staff exposure. These services include special education, occupational therapy and speech therapy. All services specified in the IEP will be provided as written.



Families with scholars that receive language services who opt into returning in person will receive push-in language services.

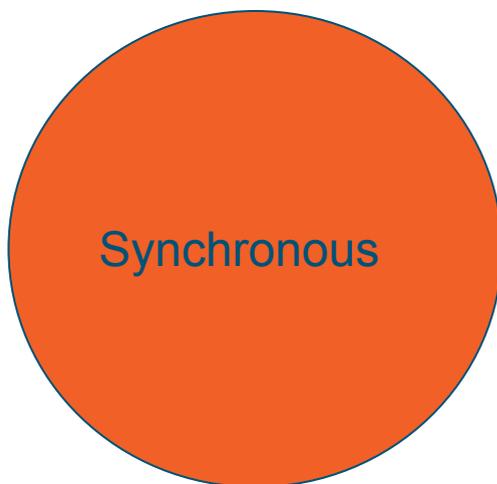
At-home learning scholars will continue to receive language support virtually.

If at any point families have concerns regarding their scholar's progress, please contact the main office so that the student referral team process can begin.



## What is different from At-Home Learning?

Both in-person and at-home learning for Aurora means scholars will engage in **synchronous lessons** and **asynchronous lessons** provided by Aurora teachers. **For all scholars, Friday will be fully asynchronous.**



● **Definition:** Learning that happens together; teacher led

● **Purpose:** Mini-lessons; practice; peer collaboration

● **Examples:** Small group intervention time; early literacy Foundational Skills time; 1:1 meetings with teacher

- **Definition:** Learning that happens independently online
- **Purpose:** Feedback to scholars; lessons with guided practice; additional practice; learner-centered differentiation
- **Examples:** Complete assignments in Google Classroom or Class Dojo; view teacher-created videos; engage in computer-based interventions

A large yellow circle with a thin black outline, containing the word "Asynchronous" in a dark blue, sans-serif font, centered within the circle.

## A Day in the Life of a First Grader (Mon-Thurs)

Time	In-Person	At-Home
8:00 - 8:30	<b>Arrival</b> to homeroom, sanitize hands, eat breakfast, academic support and practice on I-Ready	<b>Arrival</b> to virtual homeroom, academic support and practice on I-Ready
8:30- 9:00	<b>Community Time</b> to take attendance; provide students with social-emotional support; incorporate joy and build community and connection	<b>Synchronous Community Time</b> to take attendance; provide students with social-emotional support; incorporate joy and build community and connection
9:00-10:00	<b>Foundational Skills</b> teacher-led literacy instruction	<b>Synchronous Math Fluency</b> teacher-led numeracy instruction; targeted math support
10:00-10:15	Restroom Break/Wash Hands/Snack + Clean desk or table/Teacher transition (if in-person)	
10:15-10:45	<b>Math Concept Development</b> teacher-led numeracy instruction	<b>Synchronous English Language Arts</b> teacher-led literacy instruction
10:45-11:30	<b>Enrichment-</b> Art or physical education/wellness	<b>Asynchronous Enrichment-</b> Art or physical education/wellness
11:30-11:55	<b>Math Work Time</b> independent student practice with teacher support; submit work via Class Dojo	<b>Asynchronous ELA</b> independent student practice; submit work via Class Dojo
12:00 - 12:50	Restroom Break/Wash hands/Brain Break <b>LUNCH</b> and Recess + Clean desk or table/Teacher transition (if in-person)	
12:50-1:35	<b>Math Fluency</b> teacher-led fluency instruction; targeted math support	<b>Synchronous Foundational Skills</b> teacher-led literacy instruction
1:35-1:40	Break + Clean desk or table/Teacher transition (if in person)	
1:40-2:25	<b>English Language Arts</b> teacher-led literacy instruction and independent student practice	<b>Synchronous Math Concept Development</b> teacher-led numeracy instruction and independent student practice
2:35-2:45	Restroom Break/Wash Hands + Clean desk or table/Prepare for dismissal/Teacher transition back to homeroom (if in person)	
2:45-3:30	<b>Intervention</b> differentiated support for students	<b>Intervention</b> differentiated support for students
3:30	<b>Dismissal</b>	

## A Day in the Life of a Fifth Grader (Mon-Thurs)

Time	In-Person	At-Home
8:00 - 8:30	<b>Arrival</b> to homeroom, sanitize hands, eat breakfast, take attendance academic support and practice on I-Ready	<b>Arrival</b> to virtual homeroom, take attendance, academic support and practice on I-Ready
8:30- 9:15	<b>Enrichment-</b> Art or physical education/wellness	<b>Asynchronous Enrichment-</b> Art or physical education/wellness
9:15-9:45	<b>Community Time</b> to provide students with social-emotional support; incorporate joy and build community and connection	<b>Synchronous Community Time</b> provide students with social-emotional support; incorporate joy and build community and connection
9:45-10:25	Restroom Break/Wash Hands/Snack	
10:25-10:45	<b>Math Concept Development</b> teacher-led numeracy instruction	<b>Asynchronous Math Work Time</b> independent student practice with teacher support; submit work via Google Classroom
10:45-11:00	Restroom Break/Wash Hands/Snack + Clean desk or table/Teacher transition (if in-person)	
11:00-11:50	<b>Math Work Time</b> independent student practice with teacher support; submit work via Google Classroom	<b>Synchronous Math Concept Development</b> teacher-led numeracy instruction
11:50-12:40	Restroom Break/Wash hands/Brain Break <b>LUNCH</b> and Recess + Clean desk or table/Teacher transition (if in-person)	
12:40-1:35	<b>English Language Arts</b> teacher-led literacy instruction	<b>Asynchronous ELA</b> independent student practice; submit work via Google Classroom
1:35-1:40	Restroom Break/Teacher transition (if in-person)	
1:40-2:35	<b>English Language Arts</b> independent student practice with teacher support; submit work via Google Classroom	<b>Synchronous English Language Arts</b> teacher-led literacy instruction
2:35-2:45	Restroom Break/Wash Hands + Clean desk or table/Prepare for dismissal/Teacher transition back to homeroom (if in person)	
2:45-3:30	<b>Intervention</b> differentiated support for students	<b>Intervention</b> differentiated support for students
3:30	Dismissal	

## What's different from At-Home Learning?

We have made the following improvements:

- Please note that the start time for both in-person and at-home learning is 8:00 am. Scholars will engage in their individual learning paths on I-Ready as morning arrival is completed. Attendance will be taken by 8:30 am.
- All scholars will continue to utilize the technology that Aurora has invested in for at-home learning. This means students choosing in-person learning in Kindergarten and First grade will need to bring iPads and students in Second through Fifth grades will need to bring Chromebooks to and from school daily.
- Smaller class sizes will ensure scholars are receiving individualized attention and limit the number of scholars in each classroom.
- Teachers will continue to provide recorded lessons as a resource, whether in-person or at-home learning.
- The same curriculum and pacing we will use for in-person learning will continue to be used for at-home learning.
- **All scholars, regardless of whether in-person or at-home, will be fully asynchronous on Fridays.** Scholars will still have Community Time at 8:30 am where attendance will be taken. **From 8:30-9:30 am, teachers will hold open hours for scholars that need additional support.** The afternoon will be reserved for asynchronous work time for scholars to submit unfinished assignments via Google Classroom while teachers are engaged in professional development and planning.

## What are the technology expectations?

How students will be using technology:

In-Person	At-Home
Submit classwork and independent work using Class DoJo and Google Classroom during lessons to avoid passing in/out of paper assignments	Submit all classwork and independent work using Class DoJo and Google Classroom to eliminate the need for folders/binders

As students will be using technology both at-home and in-person, we expect students to show the core value of **Personal Responsibility** by:

- Storing their device in a safe place;
- Using two hands to transport their device;
- Never eating or drinking near their device;
- Charging their device **every night** so it's ready for the next day.

What students should bring in their backpack to school **everyday**:

- Fully charged iPad/Chromebook in its protective case;
- Eureka Math booklet;
- EL Reading booklet;
- EL books they are currently reading for class;
- Facemask;
- Water bottle.



## What are the attendance expectations?

Aurora Collegiate Academy believes that regular attendance is a necessary requirement of all scholars during this period of time no matter where they are learning. **If a scholar is sick, please keep the student at home.** If a scholar is unable to attend in-person learning, please contact the front office and teacher for instructions on make-up work.

Excessive absences will be considered a violation of the family-school commitment, and scholars who miss an excessive number of days may be at risk of not being promoted to the next grade.

### All Absences – “Excused” and “Unexcused” – Are Still Considered Absences

School Day (M-Th)  
8:00 am - 3:30 pm

Attendance taken in  
homeroom (at-home  
and in-person) by 8:30

Tardy after 8:30 am

School Day (Friday)  
8:00 am - 3:00 pm  
Asynchronous for all!

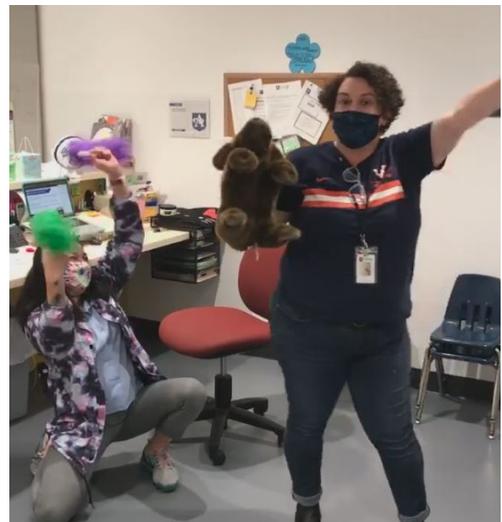
If sick please stay  
home!

Unable to come to  
school? Call the  
front office

## What about family engagement?

Aurora Collegiate Academy believes parents/guardians are our partners in the education of children. This is true now more than ever! The important task of educating a child calls for the school, the student, and the family to work together to ensure success. We strive to cultivate positive and productive relationships with all of our families. At Aurora family-school relationships are maintained through:

- Virtual conferences with scholars, families, and teachers (including three formal parent conferences per year and one family orientation per year)
- Virtual community-wide events, celebrations, and performances
- Teacher-family calls
- Monthly Town Hall
- Newsletters
- Homework, independent reading, and behavior logs



## How will Aurora communicate with families?

Aurora is focused on clear and consistent communication with all stakeholders. We know that the unknown is often the scariest part of any change. As a result, our goal is to over communicate with our families. We also recognize that not everyone reviews information the same way- as a result we will vary our modes of communication including but not limited to: phone calls, text messages, Facebook, Zoom calls, recorded videos, Auroras Website, Class Dojo, Kickboard, hard copies (when appropriate). In addition, all communication provided to parents will be provided in English and Spanish- the 2 primary languages spoken by parents.

Communication is a two-way street. Parents will be able to provide feedback via: surveys, small working groups, and phone calls to the front office. We listen to parent feedback and want to engage actively with them.

Communication	Purpose	Frequency
Letter from Mr. Monda	Provide general updates to families, including health information.	Weekly on Mondays
Newsletter from Ms. White	Provide general updates on academics, including tips for at-home learning.	Monthly on Mondays
Town Hall with Ms. White	Provide an opportunity for parents to give feedback and Aurora leaders to listen and learn.	Monthly on the Last Thursday, 7-8:30 pm
Attendance calls from front office staff	Inform parents when their scholar has been marked absent for the day.	Daily (as needed)
Teacher check ins	Provide updates on student progress (academic and/or behavioral); grading and student work feedback.	Daily via Class Dojo

## What if I need support?

Need	Who To Contact
<p><b>Homework, Schoolwork, Grading</b></p> <ul style="list-style-type: none"> <li>- What is the homework?</li> <li>- How do I find this resource?</li> <li>- What assignments are they missing?</li> </ul>	<p>Teacher- use Class Dojo</p>
<p><b>Technology Help</b></p> <ul style="list-style-type: none"> <li>- My device doesn't turn on or is broken.</li> <li>- I can't log-into ClassDojo.</li> <li>- I can't log into Zoom.</li> </ul>	<p>For general tech support or for specific troubleshooting- complete form on website</p>
<p><b>Concerns about Social-Emotional Health</b></p> <ul style="list-style-type: none"> <li>- My student is misbehaving.</li> <li>- I'm having trouble getting my student to complete their work during the day.</li> </ul>	<p>Mr. Monda- gmonda@auroracollegiate.org</p>
<p><b>Family Supports</b></p> <ul style="list-style-type: none"> <li>- We lost utilities and can't log-in.</li> <li>- What community resources are available for food, health care, childcare, etc.?</li> </ul>	<p>Mr. Monda- gmonda@auroracollegiate.org</p>
<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>- General concerns or questions about at-home learning</li> </ul>	<p>Mrs. White- twhite@auroracollegiate.org</p>
<p><b>Executive Director</b></p> <ul style="list-style-type: none"> <li>- If you feel like your concerns are not being addressed by any staff.</li> <li>- My student has been diagnosed with COVID.</li> </ul>	<p>Mr. Monda- gmonda@auroracollegiate.org</p>
<p><b>General Inquiries about Aurora</b></p> <ul style="list-style-type: none"> <li>- If you're unable to email call the main office line. Main Office: 901-249-4615</li> </ul>	<p>Mrs. Santes- jsantes@auroracollegiate.org Mrs. Maldonado- smaldonado@auroracollegiate.org</p>

## How can I support my scholar?

Family Support	Example
<p><b>Vision/Mindset</b> Help your child focus on building autonomy and independence.</p>	<ul style="list-style-type: none"> <li>- Message to your child that “Your job is school during school time, whether at home or at school. At-home learning is still learning and you should put in as much effort, if not more.”</li> <li>- Remind them of the PRIDE values!</li> </ul>
<p><b>Emotional and Physical Health</b> Ensure your child attends school healthy regardless of location.</p>	<ul style="list-style-type: none"> <li>- Support your child to manage stress. Returning to in-person school may be scary!</li> <li>- Communicate immediately to school if any health concerns with child or within family arise.</li> <li>- Support your child to have healthy eating and sleeping habits.</li> <li>- Support your child to have healthy hygiene habits, like wearing a mask and washing hands regularly.</li> </ul>
<p><b>Schedule and Routines</b> Support predictable school routines and healthy habits regardless of whether in person or at home.</p>	<ul style="list-style-type: none"> <li>- Begin and end each day with a check-in: “What did you learn today? What are your learning targets/goals? How did you spend their time? What resources do you need? What support do you need?”</li> <li>- Uphold school routines: allow only school to happen during school time, regardless of location of school (no babysitting, errands, video games).</li> <li>- Support student’s daily predictable routines for school, including their uniform top and charging their devices every night.</li> </ul>
<p><b>Time and Space</b> Ensure your child has learning time and space to work at home. Ensure your child has required materials to learn at school.</p>	<ul style="list-style-type: none"> <li>- Establish an appropriate space/location where your child will learn most of the time when working at home (e.g., quiet and away from distractions whenever possible).</li> <li>- Secure the materials from the school and set up your child’s workplace with these materials. If attending school, ensure your child has what they need every day.</li> </ul>
<p><b>Communication and Support</b> Learn the tools to stay in communication with the school around challenges.</p>	<ul style="list-style-type: none"> <li>- Get to know your scholar’s teacher; reach out to them often.</li> <li>- Learn to use and monitor online platforms (Facebook, Class Dojo, Remind App) for announcements, assignments, grades, and communication weekly.</li> <li>- Communicate with school around learning challenges, tech challenges, or anything else that may be getting in the way of your child’s learning.</li> </ul>

## Frequently Asked Questions

**Life during COVID-19 is incredibly challenging for all of us right now. We are here to support you and your family with anything you need, whether or not that support is directly related to your child's school experience.**

- If you are in need of support for your family, please reach out to, Mr. Monda ([gmonda@auroracollegiate.org](mailto:gmonda@auroracollegiate.org)).
- Additional resources for families can be found on our weebly account: <https://auroramemphis.weebly.com/>
- We will provide daily meals for scholars who attend in-person and will continue to provide weekly distribution of meal boxes every Monday 12-2pm for any at-home scholar. Parents will need to fill out a form each time.

### **1. What about dress code?**

Aurora's dress code of a solid color polo top (white, gray, or navy) or Aurora uniform shirt is still in place. We are allowing flexibility in the pants that scholars choose to wear, as long as they are school-appropriate. For those returning to in-person learning, solid color pants and closed toed shoes are required. Normal uniform requirements will resume in the 2021-22 school year.

### **2. What happens if I change my mind?**

Our goal is give parents choice about returning in-person or continuing at-home learning. Parents will be able to make the decision that's best for their scholar and family each quarter. However, if you choose to be in person then we expect your scholar to attend in person every day unless sick or exposed to COVID-19. If your situation has changed, please reach out to Mr. Monda to discuss.

### **3. What happens if COVID cases increase?**

If cases increase locally in the Memphis area or if we have an increase in cases occurring at the school, Aurora may need to shift back to a fully at-home learning plan. We will make the decision based on guidance from local experts, the Shelby County Health Department, and the school board. As always, we will communicate any changes to our families as soon as possible.