

61 Live: DPS Virtual Learning

Virtual or Blended Remote Learning Plans must ensure that at least 5 clock hours of a combination of instruction and school work for each student participating in Virtual or Blended Remote occurs each day, including but not limited to, flex day schedules and professional development days for teachers. Schools and districts should include as much face-to-face or synchronous instruction as possible. Districts can be flexible in determining how to best meet the requirement in their own context by counting all learning activities toward the 5 clock hour expectation. Learning activities may include, but are not limited to, in-person instruction, the teacher delivering instruction via recorded video or synchronous platform, virtual small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check-ins. *If using non-interactive platforms, students must have means to confer with an educator and receive feedback before assignments are graded or assessments are administered.*

Below is an example of the expectations related to the amount of virtual direct instruction provided to students utilizing the whole group model. Please note that we are still working to gain insight from all stakeholders on what Flexible Time may look like for teachers. However, this may include, but is not limited to pre-scheduled check in with student(s), educator planning, collaboration and/or professional development.

Principals will work with teachers to plan specific schedules.

Middle and High School schedules may include **virtual learning labs**, which would provide additional connection points for students and teachers. Examples of virtual learning lab activities during this time may include discussions, live meetings with students, video updates, additional resources, question and answer, or other small group virtual learning support.

Monday Flex Day Schedule Expectations

Task/Actions	Minutes
PK-12 Teachers (Prior to 8:00 am) upload/submit Total Virtual Independent Work for students to complete	Aligns directly to in person virtual learning minutes
Grading/Student Feedback	115 minutes
Whole Group Instructional Planning/Preparation	120 minutes
Small Group/Differentiated/Intervention/Enrichment Planning	60 minutes
SEL (Planning/Preparation)	60 minutes
Lunch	30 minutes
Total Workday (At home or in person if teacher chooses)	385 minutes

Thursday Modified Virtual Learning Activities

Grade	Total Instructional Minutes/Transition	Lunch/DRT/Professional Development	Total Virtual Learning/Workday
PreK	180 minutes	205 minutes	385 minutes
K-2nd	195 minutes	190 minutes	385 minutes
3rd-6th	200 minutes	185 minutes	385 minutes
Middle School	210 minutes	175 minutes	385 minutes
High School	210 minutes	175 minutes	385 minutes

Expectations of student engagement in virtual learning activities for **PreK** should follow (no more than 180 minutes a day) Tuesday, **Wednesday***, Friday:

Subject	Time
SEL/Classroom meeting	15-20 minutes
Reading/Writing	20 minutes
Math	20 minutes
Science	20 minutes
Social	20 minutes
Encore (Music/PE/Art)	20 minutes
Total Instructional Minutes	120 minutes
Transition Time	60 minutes
Planning/Office Hours/Lunch	145 minutes
Small Group/Differentiated Instruction	60 minutes
Total Virtual Learning/Work Day	385 minutes per day

Flex Day (PreK-12 Teachers at home or in person if teacher chooses, same expectations apply)*

Expectations of student engagement in virtual learning activities for **Grades K-2** should follow (no more than 200 minutes a day) Tuesday, **Wednesday***, Friday:

Subject	Time
SEL/Classroom meeting	20 minutes
Reading/Writing	35 minutes
Math	35 minutes
Science	25 minutes
Social	25 minutes
Encore (Music/PE/Art)	25 minutes
Total Instructional Minutes	165 minutes

Transition Time	30 minutes
Planning/Office Hours/Lunch	130 minutes
Small Group/Differentiated Instruction	60 minutes
Total Virtual Learning/Work Day	385 minutes per day

Flex Day (PreK-12 Teachers at home or in person if teacher chooses, same expectations apply*)

Expectations of student engagement in virtual learning activities for **Grades 3-6** should follow (no more than 200 minutes a day), Tuesday, **Wednesday***, Friday:

Subject	Time
SEL/Classroom meeting	20 minutes
Reading/Writing	35 minutes
Math	30 minutes
Science	30 minutes
Social	30 minutes
Encore (Music/PE/Art)	30 minutes
Total Instructional Minutes	175 minutes
Transition Time	25 minutes
Planning/Office Hours/Lunch	125 minutes
Small Group/Differentiated Instruction	60 minutes
Total Virtual Learning/Work Day	385 minutes per day

Flex Day (PreK-12 Teachers at home or in person if teacher chooses, same expectations apply)*

Expectations of student engagement in virtual learning activities for **Middle School** should follow 20-30 minutes per class that they are scheduled in (no more than 200 minutes a day) Tuesday, **Wednesday***, Friday:

Subject	Time
SEL/Homeroom	20 minutes
ELA - Reading/Writing	30 minutes
Math	30 minutes
Science	30 minutes
Social Studies	30 minutes
PE/Health	30 minutes
Encore (Music/Art/Tech)	30 minutes
Total Instructional Minutes	200 minutes
Transition Time	10 minutes
Planning/Office Hours/Lunch	115 minutes
Intervention/Enrichment Support	60 minutes
Total Virtual Learning/Work Day	385 minutes per day

Flex Day (PreK-12 Teachers at home or in person if teacher chooses, same expectations apply)*

Expectations of student engagement in virtual learning activities for **High School** should follow 25 minutes per class they are scheduled in (no more than 200 minutes a day) Tuesday, **Wednesday***, Friday:

Subject	Time
Period 1	25 minutes
Period 2	25 minutes
Period 3	25 minutes
Period 4/ SEL	25 minutes

Period 5	25 minutes
Period 6	25 minutes
Period 7	25 minutes
Period 8	25 minutes
Total Instructional Minutes	200 minutes
Transition Time	30 minutes
Planning/Office Hours/Lunch	105 minutes
Intervention/Enrichment Support	50 minutes
Total Virtual Learning/Work Day	385 minutes per day

Flex Day (PreK-12 Teachers at home or in person if teacher chooses, same expectations apply)*

Thursday Professional Development Schedule

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
8/20	9/3	10/1	11/5	12/3	1/7	2/4	3/4	4/1	5/6
8/27	9/10	10/8	11/12	12/10	1/14	2/11	3/11	4/8	5/13
	9/17	10/15	11/19	12/17	1/21	2/18	3/25	4/15	5/20
	9/24	10/22			1/28	2/25		4/22	
		10/29						4/29	

Principal-Directed	
Teacher-Directed	
District-Directed	
SEL Focus	

Teachers will be expected to...

- Be prepared to engage in virtual instruction promptly at 8:00 a.m.
- Adhere to building administration procedures to communicate absences and/or if they are choosing to instruct from building or utilizing a flex day
- Use planning and preparation periods to design virtual learning activities
- Adhere to the district provided instructional planning/ curriculum guidance as it relates to standards-based instruction in the content areas
- Use the district-approved learning platforms only which are as follows:
 - SeeSaw for grades K through 1 and Google Classroom for grades 2-12
- Provide contact information via SeeSaw or Google Classroom
 - (Class Dojo may be used for communication purposes but not as a learning platform)
- Update the daily course work in SeeSaw or Google Classroom prior to their upcoming virtual learning week
- Ensure activities reflect the grade level Illinois State Learning Standards
- Post all assignments as aligned to daily/weekly instruction
- Assign due dates for each activity or experience
- Work to contact students who are not participating in coursework (phone call, email, etc.)
- Record attendance via district student information system (i.e. Skyward)
- Adhere to flexible attendance process during virtual learning (student engagement equals attendance). For example: A student may complete the assignment outside of the normal scheduled time but will be recorded for attendance due to student engagement

Students will be expected to ...

- Complete assigned work
- Check for assigned work and lessons daily
- Ask questions when you need help or don't understand
- Be respectful of yourself, teacher, and peers

Parents/ Caregivers will be expected to ...

- Encourage your child to check for assigned work and lessons daily
- Review work assigned to the student
- Reserve a space for students to complete their work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk to students about their work every day
- Ensure student access to school resources

School Administrators will be expected to ...

- Implement virtual learning plan
- Communicate regularly with all stakeholders
- Support teachers in planning and implementing virtual learning plan (i.e.
- Help families find needed resources in the community (academic, technological, health, social-emotional support).
- In the event of teacher absence, assign students to another teacher platform
- Ensure students of absent teacher (s) are assigned a virtual learning teacher for the duration of the teacher absence
- Establish a procedure for staff to communicate absences and/or if they are choosing to instruct from building or utilizing a flex day

District Administration will be expected to ...

- Develop a thoughtful, accessible virtual learning plan using stakeholder input, when possible
- Support schools in planning and implementing virtual learning plan
- Help schools identify needed resources in the community (academic, technological, health, social, emotional)
- Provide necessary professional development on digital learning tools and best practices

Guidelines for Students with IEP/504 Plans

The basic guidelines and options/opportunities are based on the following core beliefs as published by the Illinois State Board of Education:

- IEPs remain in place and should direct students' remote learning. If a parent requests a formalized individual virtual learning plan, they should be directed to the child's case manager or special education administrator. Ensure a method for documenting progress on goals in place.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur 24/7 and should be tracked, when applicable.

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. Document attempts to contact, and progress collected.

Related Service Personnel

Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during virtual learning that these professionals are a part of the continued learning of our students. Collaboration might include:

- Assist in contacting families (in accordance with district policies) and helping with work
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals
- Provide resources for families in need of assistance
- When possible, clinicians can conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc.

Guidelines for EL Students

Educators must be thoughtful and explicit about the language of instructional activities in which students are being asked to engage in. English Learners (EL) should be provided with opportunities to utilize their home language whenever possible. English Learners should also have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students, both in English and the home language. Following ISBE guidelines, we do not recommend a deluge of worksheets and practice sheets for English Learner students to practice subskills in a decontextualized, rote format.

To the extent possible, communication with families of English learning students should be shared in the home language as well as English.

Teaching Assistants: Teaching Assistants who are skilled or fluent in the home language of the students (Arabic and Spanish) can assist with EL virtual learning. The classroom teacher may call on them to assist with language barriers when needed.

School	Virtual Learning Start Time	Virtual Learning End Time
Pershing Pre-K (AM)	8:00 AM	10:40 AM
Pershing Pre-K (PM)	11:50 AM	2:25 PM
Oak Grove Pre-K	8:00 AM	2:25 PM
Richland Pre-K	8:00 AM	2:25 PM
Baum	8:00 AM	2:25 PM
Franklin	8:00 AM	2:25 PM
Muffley	8:00 AM	2:25 PM
Oak Grove	8:00 AM	2:25 PM
Parsons	8:00 AM	2:25 PM
South Shores	8:00 AM	2:25 PM
Stevenson	8:00 AM	2:25 PM
Dennis	8:00 AM	2:25 PM
American Dreamer	8:00 AM	2:25 PM
Montessori	8:00 AM	2:25 PM
Hope	8:00 AM	2:25 PM
Johns Hill	8:00 AM	2:25 PM
SDMS	8:00 AM	2:25 PM
MHS	8:00 AM	2:25 PM
EHS	8:00 AM	2:25 PM
Alternative Education - ES	8:00 AM	2:25 PM
Alternative Education - HS	8:00 AM	2:25 PM
Alternative Education - SEAP	8:00 AM	2:25 PM

Updated August 5, 2020