

# Inclement Weather Virtual Learning Guidance & Expectations (SY 22-23)

In the event of inclement weather or any other unplanned or emergency school closure, instruction will occur virtually.

The District may elect to call a *Virtual Learning Day* in the event of severe weather (e.g., wind chill, snow, flooding) or other issues that may warrant concern for scholar safety and well-being.

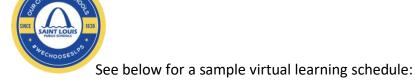
All scholars are expected to attend classes and complete assignments on virtual learning days to meet the daily attendance/participation threshold established by the Missouri Department of Education for the day to count as an instructional day.

## What can families expect prior to a Virtual Learning Day?

In the event in-person learning is cancelled and a virtual learning day is scheduled for all SLPS scholars, families will receive an automated phone call from St. Louis Public Schools. Messages will also be posted on the District website, social media, and, in the case of inclement weather, may also appear on local media outlets.

# What are the Virtual Learning expectations during inclement weather or emergency closures?

- All virtual class meetings should be scheduled, and all assignments posted in Microsoft Teams at the start of the instructional day.
- Scholars will login to their Teams platform at the start of the instructional day. Scholar attendance will be marked by their participation in synchronous and asynchronous instruction for the virtual learning day.
- Scholars who do not have access to their technology outside of the school day must be provided nontech work to ensure continuous learning still occurs. Teachers can utilize <u>SLPS continuous learning kits</u>, developed by the SLPS Curriculum and Instruction team (delineated by grade level/content) and/or teacher-created standards-aligned content that meets scholar needs.
- All teachers are expected to maintain their regular classroom schedule following the virtual learning 50/50 scheduling guidance (see sample schedule below). Course/subject blocks should be divided 50% of the time for synchronous live lessons and 50% of the time for asynchronous independent work/playlists. During the asynchronous portion of the learning time, the teacher will remain online to provide interventions or individualized support as needed.
- Special education, ELL, and all other support services will be maintained virtually.
- Support staff that directly support scholars (i.e., ICAs, CCAs, and TAs) should support those scholars
  virtually. They should attend virtual sessions with their assigned classes/scholars and provide academic
  support during asynchronous worktime.
- FCSs should continue supporting families virtually by calling caregivers of absent scholars and coordinating pick-up/delivery of continuous learning packets for families without access to technology.



#### Sample Instructional Schedule Framework – Elementary Teacher & Student

|               | Sample Schedule for Virtual Teacher                  | Sample Virtual Student Schedule –                     |
|---------------|--|---|
| Time          |  | 4 <sup>th</sup> Grade Student                         |
| 8:00 – 8:30   | Login, virtual clock-in, check email, launch welcome | Eat breakfast, get materials and technology ready for |
|               | message and instruction for the day                  | the day   |
| 8:30 – 10:00  | Virtual Instructional Block                          | Virtual Literacy Block                                |
|               | (can be split into two 45 min blocks)                | -Live Lesson: 8:30 – 9:15                             |
|               | -Live Lesson: 8:30 – 9:15                            | -Guided Reading Group M/W: 9:15 – 9:35                |
|               | -Intervention/Small Group: 9:15 – 9:55               | -Independent work time: M/W: 9:35 – 10:00             |
|               | -Set up for next session: 9:55 – 10:00               | -Independent work time: T/Th/F: 9:15 – 10:00          |
| 10:00 – 11:30 | Virtual Instructional Block                          | Virtual Math Block                                    |
|               | (can be split into two 45 min blocks)                | -Live Lesson: 10:00 – 10:45                           |
|               | -Live Lesson: 10:00 – 10:45                          | -Extra Help w/ Teacher (optional): 10:45 – 11:00      |
|               | -Intervention/Small Group: 10:45 – 11:25             | -Math Intervention Group: T/Th: 11:00 – 11:25         |
|               | -Set up for next session: 11:25 – 11:30              | -Independent work time: M/W/F: 10:45 – 11:30, T/Th:   |
|               |  | 11:00 – 11:25   |
| 11:30 – 12:00 | Lunch Break  | Lunch Break   |
| 12:00 – 1:30  | Virtual Instructional Block                          | Virtual Science Block: 12:00 – 12:45                  |
|               | (can be split into two 45 min blocks)                | Live Lessons: M/W/F: 12:00 – 12:45                    |
|               | -Live Lesson: 12:00 – 12:45                          | Independent work time: T/Th: 12:00 – 12:45            |
|               | -Intervention/Small Group: 12:45 – 1:20              | Virtual Social Studies Block: 12:45 – 1:30            |
|               | -Individual student check-ins: 1:20 – 1:30           | Live Lessons: T/Th: 12:45 – 1:30                      |
|               |  | Independent work time: M/W/F: 12:45 – 1:30            |
| 1:30 – 1:45   | Office hours for family/student support              | Technology Break!                                     |
|               | Check student work and engagement                    |   |
| 1:45 – 2:35   | Teacher plan time                                    | Related Arts  |
|               |  | Live Lesson & Activities Playlist                     |
| 2:35 – 3:22   | Office hours for family/student support              | Independent work/study time                           |
|               | Check student work and engagement                    | 2:35 – 3:00   |

## Teacher Expectations & Accountability Metrics to Support Blended & Virtual Learning

- Teachers/classrooms should maintain a daily schedule. Updated course/classroom schedules should be posted and maintained building wide.
- All teachers of record are facilitators of standards-based instruction utilizing a Blended Learning framework.
- All teachers of record are required to maintain an online classroom presence utilizing the district
  platform Microsoft Teams. Assignments, digital files, and the Class Notebook should always be up to
  date. All TEAMS classes and online curriculum-based learning platforms (i.e. Savvas) should be set up,
  and scholars should have access to all logins and passwords. (Click for Teams tutorials.)
- All teachers must have an up-to-date webpage. Webpages MUST minimally include
  - o a "meet the teacher" page (welcome video is optional but highly recommended)
  - o an up-to-date daily/weekly class schedule
  - classroom expectations
  - o a link to the teachers/classroom Teams page under the assignments tab
  - o links to curriculum resources and online textbooks
  - o information on how to contact the teacher (email, Class Dojo, Remind etc.)
- All teachers of record are required to maintain an online gradebook in Tyler 360 (SIS).