



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 non-tech work to ensure continuous learning still occurs. Teachers can utilize [SLPS continuous learning kits](#), 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.



See below for a sample virtual learning schedule:

Sample Instructional Schedule Framework – Elementary Teacher & Student

Time	Sample Schedule for Virtual Teacher	Sample Virtual Student Schedule – 4 th Grade Student
8:00 – 8:30	Login, virtual clock-in, check email, launch welcome message and instruction for the day	Eat breakfast, get materials and technology ready for the day
8:30 – 10:00	Virtual Instructional Block (can be split into two 45 min blocks) -Live Lesson: 8:30 – 9:15 -Intervention/Small Group: 9:15 – 9:55 -Set up for next session: 9:55 – 10:00	Virtual Literacy Block -Live Lesson: 8:30 – 9:15 -Guided Reading Group M/W: 9:15 – 9:35 -Independent work time: M/W: 9:35 – 10:00 -Independent work time: T/Th/F: 9:15 – 10:00
10:00 – 11:30	Virtual Instructional Block (can be split into two 45 min blocks) -Live Lesson: 10:00 – 10:45 -Intervention/Small Group: 10:45 – 11:25 -Set up for next session: 11:25 – 11:30	Virtual Math Block -Live Lesson: 10:00 – 10:45 -Extra Help w/ Teacher (optional): 10:45 – 11:00 -Math Intervention Group: T/Th: 11:00 – 11:25 -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 (can be split into two 45 min blocks) -Live Lesson: 12:00 – 12:45 -Intervention/Small Group: 12:45 – 1:20 -Individual student check-ins: 1:20 – 1:30	Virtual Science Block: 12:00 – 12:45 Live Lessons: M/W/F: 12:00 – 12:45 Independent work time: T/Th: 12:00 – 12:45 Virtual Social Studies Block: 12:45 – 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 Check student work and engagement	Technology Break!
1:45 – 2:35	Teacher plan time	Related Arts Live Lesson & Activities Playlist
2:35 – 3:22	Office hours for family/student support Check student work and engagement	Independent work/study time 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
 - a “meet the teacher” page (welcome video is optional but highly recommended)
 - an up-to-date daily/weekly class schedule
 - classroom expectations
 - a link to the teachers/classroom Teams page under the assignments tab
 - links to curriculum resources and online textbooks
 - 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).

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