

PPS DLI Hybrid Guidance

1. DLI teachers will have five (5) hours of extended hours per week to be used for translation of materials (if eligible for translation under the CDL MOA) and/or planning time. Any DLI teachers that have a 3rd cohort or additional grade level will be eligible for one (1) additional hour of extended time per week for a total of six (6) hours per week.

2. Instructional videos for Science lessons will either be an authentic video or equivalent activity in the partner language that aligns to the same standard, lesson, and topic, or will be translated from the English version according to the content allocation for each partner language linked/attached to this document to be viewed during asynchronous learning.

3. Instructional videos for Social Studies will either be an authentic video or equivalent activity in the partner language that aligns to the same standard, lesson, and topic, or will be translated from the English version according to the content allocation for each partner language linked/attached to this document.

4. PPS will continue to provide CDL resources and ensure that resources provided will be usable for in-person instruction. Resources will provide notations on how they can be used in either remote instruction or in-person. PPS will supply student facing materials in the language of instruction for both CDL and in person based on the content allocation for math and reading linked/attached to this document. Student facing resources will either:

- Be made printable for in-person instruction

OR

- Refer to or link to existing instructional and curricular resources for literacy and math through the GVC or in physical buildings.

5. PPS and PAT will continue to work together to ensure equitable workloads of DLI teachers. There will be a standing workgroup that reviews hybrid specific issues that arise between April 1 and then end of the school year, 2021. The workgroup members will be composed of individuals from both PAT and district office personnel and should include the perspectives of a variety of intersectional identities.