

RYPH CPS Remote Learning Guidance (Synopsis)

Remote Learning begins April 13. Spring Break is April 6 - 10.

By April 6th, schools will communicate:

1. How much time your child should spend in structured academic activity.
2. How to access digital and non-digital learning materials.
3. What key learning platforms will be used.
4. How your child can access their teacher, and when to expect feedback on work submitted.
5. How the school will communicate with you and how your child can get support with work.



Learning Expectations

- Daily - Educators will be available and the school community will provide virtual office hours
- Weekly - 1) Monitor and track student engagement, 2) Staff collaboration, planning, and development (we are reading this as ways schools can support students w/ Sp.Ed/504, ELLs, counseling support)
- Minimum Daily Student Engagement Time (not total direct teacher engagement time)
 - Pre-K: 60 minutes, Grades K-2: 90 minutes Grades 3-5: 120 minutes Grades 6-8: 180 minutes Grades 9-12: 270 minutes
- Teachers should be available and engaged with students and/or their caregivers, for **four hours per day**. This time will include the following activities:
 - Be virtually engaged with their students for at least two hours per day.
 - Provide students with feedback at least on a weekly basis.
 - Be available to answer student and parent questions.
 - Engage students who do not have digital access.
 - For students who do not have digital access, schools will need to consider creating a regular weekly check-in schedule using the Google Meet phone option.

Grading & Credit

- No daily attendance, no minimum number of logged hours to "count"
- Teachers are able to grade work and provide assessments
- Grades cannot negatively impact a student's academic standing
- Students who do not engage in academic work can be issued an incomplete and be given an opportunity to make up the incomplete assignment(s)

Caveats & TBDs

- Guidelines may not apply to specific programs that will continue to have formalized assessments associated with them, such as Advanced Placement (AP), International Baccalaureate (IB), and dual credit courses
- TBD: grade posting in Aspen, report card distribution, grade book entry, credit accumulation, grade promotion, and graduation requirements
- Different expectations may be set for programs such as Career and Technical Education (CTE), virtual credit recovery courses, dual credit, and others

Supports

- School counselors will be available at least four hours every weekday
- A school-based member of child's IEP team will collaborate during child's weekly check-in to support
- Schools should plan to provide supports for ELs that align, to the greatest extent possible, with the supports EL students received during regular instruction
- If your family is currently experiencing homelessness, please contact 773-553-2242 or STLSinfo@cps.edu
- District-created, hard copies of materials will be provided at all food distribution sites

Quoted and paraphrased from CPS Guidance: <https://www.cps.edu/SiteCollectionDocuments/Remote-Learning-Guidance-for-Parents.pdf>