REMOTE LEARNING PLAN

FOR EMERGENCY CLOSURES OF DPS SCHOOLS
MISSION

Every single one of our students thrives — not by accident, but by design. Our students graduate ready for college and career because our schools are joyful places that create excellence for all, especially for our students of color. Our children experience both meaningful rigor and support from teachers, support providers and leaders. Students, families and staff work together to build vibrant school cultures designed to ensure our community thrives.
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Content based on Palm Beach County School District Instructional Continuity Support Plan and modified for Denver Public Schools’ use.
In response to the COVID-19 global health crisis, Denver Public Schools has developed this remote learning plan so our students can continue learning while our school buildings are closed. This plan represents DPS’ commitment to making every effort to ensure the that learning of each and every Denver student continues to be successful.

This plan is founded on the following principles: (1) supporting continuous instruction, (2) providing access for all students, and (3) maintaining connectedness to the community.

Throughout school closures, DPS teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one of the three remote learning options identified in this plan:

1. District-Provided Instructional Materials with Teacher Support
2. Teacher-Led Hybrid Instruction
3. Teacher-Led Full Digital Instruction

We are working closely with our charter schools, and charter schools are building remote learning plans from similar options. Charter schools will have full access to District-provided instructional materials as well. We’re in this together.
Our Approach to Remote Learning
Equity as our core identity

**Equity** remains our foundational cornerstone for remote learning. As such DPS remains committed to a **holistic approach** to our remote learning. In addition to academic support, DPS will continue to support students and families with their physical, mental, and emotional health during this unprecedented time. More details on this holistic approach are provided throughout this deck.
The Remote Learning Plan
Leverages distance learning to foster sustained student growth by:

**SUPPORTING CONTINUOUS INSTRUCTION**

The District will continue to support instruction through a variety of digital and non-digital materials to maintain academic growth for grades ECE–12. DPS will support the whole child through CRE and SEAL best practices, as well as provide flexible learning options and adjustments along the way. DPS is engaging with stakeholders nationally to determine how to approach unfinished learning and adaptations of the scope and sequence for 20-21.

**PROVIDING ACCESS FOR ALL STUDENTS**

Denver Public Schools is committed to providing device and internet access to all students K-12, and is working closely with community partners to meet this goal. We are focusing on equity of access to learning for our students with disabilities, second language learners, and ECE students. We are working across community groups to get additional materials out to families in need to support remote learning work.

**MAINTAINING CONNECTEDNESS TO THE COMMUNITY**

The District has facilitated partnerships with local internet service providers to secure additional Internet access and/or increased bandwidth to students in our community while schools are closed. In addition, we have coordinated meal pick-up and delivery at multiple sites across the district; and school based community centers are still seeing patients for mental and physical health needs via a telehealth model.
Supporting Remote Learning

Options for Remote Learning

OPTION 1

District-Provided Instructional Materials with Teacher Support

- Digital instructional materials are provided by the district for students to access independently.
- Students access instruction directly from district-provided materials (e.g., district lessons, Edgenuity).
- Teachers offer online office hours and/or telephone feedback for students.

RECOMMENDED SCHOOLS OR TEACHERS

Schools and teachers with less proficiency in delivering instruction through a remote environment.
Options for Remote Learning

OPTION 2

Teacher-Led Hybrid Instruction

- A model of instruction that can occur at any time – kids independently self-pace their learning once teachers share the resources.
- Teachers curate and provide materials digitally (e.g., videos, assignments from district materials or supplemental materials) which students work on independently and submit.
- Student communication through Google Classroom, other digital platforms, and/or by phone.

RECOMMENDED SCHOOLS OR TEACHERS

Schools and teachers with some proficiency in delivering instruction through a remote environment.
Supporting Remote Learning

Options for Remote Learning

OPTION 3

Teacher-Led Full Digital Instruction

- Full digital instruction.
- Teachers design the sequence of learning based on where they left off and what their students are working on.
- Resources housed in Schoology and/or Google Classroom (e.g., videos, live instruction).
- Student communication through Google Classroom, other digital platforms, and/or phone.

RECOMMENDED SCHOOLS OR TEACHERS

MyTech Schools, 1:1 Schools, and teachers with proficiency in an online environment
General Guidance

- **PRIMARY GOAL**: Provide students with opportunities to continue their trajectory of learning (e.g., scope and sequence; ELD/TNLI models). This should consist of providing students with access to content, support, and feedback.

- **ESTABLISH STRUCTURE**: Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interaction.

- **CONTINUOUS IMPROVEMENT**: Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn.

- **SUPPORTING TEACHERS**: School leaders should work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and their families.

- **SUPPORTING STUDENTS AND FAMILIES**: Teachers should be flexible regarding expectations and processes for student learning, with an understanding that online learning conditions will vary across students.

Special Education Guidance

- According to Federal guidance from the Office of Special Education and the Office for Civil Rights, if a district closes its schools to slow or stop the spread of COVID-19, and continues to provide educational opportunities to general education student populations, the schools must ensure that students with disabilities also have equal access to the same opportunities. Included in this requirement, schools must implement the IEP of a student with a disability to the greatest extent possible. This means every attempt possible has been tried and documented to ensure equitable access for students with a disability.

- DPS is committed to Equity, and this includes services and programs for students with disabilities. Special Education departments nationally and locally recognize that this will be challenging in certain circumstances and that compensatory services may be necessary to ensure equity for all students. Health and safety is the No. 1 concern. Additional guidance can be found [here](#).
## Supporting Remote Learning

### Digital Resources for Core Subject Areas

<table>
<thead>
<tr>
<th></th>
<th>K-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Spanish</td>
<td>English</td>
</tr>
<tr>
<td><strong>District-Supported Curricula</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Istation K-5 Literacy Intervention</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Literacy / Language Arts*</td>
<td>●*</td>
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<td>●*</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Mathematics</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Science</td>
<td>●</td>
<td>●</td>
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</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>District-Created Curricula</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Music</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Physical Education</td>
<td>●</td>
<td></td>
<td>●</td>
</tr>
<tr>
<td><strong>Supplemental Materials</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SORA/OVERDRIVE (eBooks)</td>
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<td>●</td>
<td>●</td>
</tr>
<tr>
<td>PebbleGo</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Data Bases</td>
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<td></td>
<td>●</td>
</tr>
<tr>
<td>Newsela</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Math Intervention</td>
<td></td>
<td>●</td>
<td></td>
</tr>
</tbody>
</table>

*Teacher and student-facing materials are available digitally. Books/texts are not.
**High School Biology is the only course available in Spanish.
Supporting Remote Learning

Roles in Supporting Remote Learning

Students

STUDENTS WILL PREPARE FOR REMOTE LEARNING BY:

☑ Engaging in remote learning activities being offered by their teachers, school and/or the District.

☑ Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.

☑ Ensuring they set up a remote work space and calendar to manage their time.

Families

FAMILIES WILL PREPARE FOR REMOTE LEARNING BY:

☑ Assuring that a device and internet access are available at home [complete the school survey to indicate the need for a device and/or internet access for at-home use if needed].

☑ Ensuring that they are monitoring District communication for up-to-date information regarding school closures and instructional continuation plans.

☑ Encouraging their students’ participation in remote learning content.

☑ Reviewing the appropriate grade-level information linked within the District website.

☑ Ensuring that they know their students’ usernames and passwords for instructional resources that are accessible via the District portal and/or this website.
Leaders will prepare for remote learning by:

- Providing socio-emotional support and an overall positive remote school culture.
- Supporting teachers in determining which remote learning option is best for them.
- Supporting teachers to provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with parents to support remote learning for students.
- Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans to then ensure communication systems are created and implemented for families.

Teachers will prepare for remote learning by:

- Determining which remote learning option is best for them in collaboration with their leader.
- Providing instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Reviewing district-supplied remote learning materials.
- Setting office hours to connect with students and support their learning remotely.
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning.
- Ensuring that they are monitoring District communication for up-to-date information regarding school closures and remote learning plans.
In DPS, we are committed to providing equitable and inclusive environments which is in alignment with our goal of support for the Whole Child.

**This is supported during remote learning by:**

- Use of Culturally Responsive Education and Social Emotional Academic Learning best practices and resources
- Printing and mailing paper packets to students as we work to ensure 100% device access
- Developing robust plans to address unfinished learning
- Providing resources to educators on trauma informed remote environments
Providing Access for All Students

Distribution of Devices

Our goal is to distribute as many devices as possible to students.

- All parents/families will receive a survey to determine the availability of devices and Internet access at home
- Survey to be completed by March 24 at noon

- If you are in need of a device, you will receive communication from your school
- Distribution will occur at school sites March 25-27
- Equipment must be returned to school once school resumes
Providing Access for All Students

Plan for No Technology Access

If one or multiple of the Learning Management Systems crash...

Starting April 7th, all Option 1/District Provided Instructional Materials are accessible through the [DPS Remote Learning website](#). Students can access these daily lessons through this site without having to go through an LMS (learning management system). In this situation, a student would still need to be logged into their DPS Google account and would go through the lessons independently. This [Parent Guidance](#) has information about how to login to a student’s Google account. In this case, teachers would continue [communication](#) with students outside of an LMS (ie, through Google Voice, phone calls, etc.)

If a student does not have access to technology...

While we are working to ensure all students have access to technology, we realize this will not be the reality for every student. Please note that our [Parent Guidance](#) does include information on how a student could use a cell phone if available and write in a notebook. In the case that a cell phone is not available, we will work to mail learning packets home in the core content areas [mathematics, literacy and English language development] to students once we determine which students will need this.

Please note that PBS is also providing programming aligned with the DPS scope and sequence across content areas to augment remote learning experiences for students.
Providing Access for All Students

Student Data Privacy

At Denver Public Schools we take Data Privacy for our students and staff very seriously, and we have implemented the Academic Technology Menu so that our families could see the tools and resources that are being used as we implement remote learning across DPS. Also, when we purchase technology tools in DPS we have the vendor sign a Data Privacy Agreement in order to keep our students information safe in a remote learning environment.

You can access the ATM at atm.dpsk12.org.

- Click on District Usage Reporting.
- Under School Breakdown, choose the school your children attend. Click Go.
- You will see a list of tools and resources your school is using to support instruction in the classroom broken out in four tabs.
- Your school will have already reached out to you to gain consent for those resources requiring parental consent.
- Resources that do not require parental consent have a Data Sharing Agreement in place with DPS.

Denver Public Schools is narrowing our focus on educational technology tools to support simplifying the experience for students and community. We have a Data Privacy Agreement for these tools:

- **Schoology**
- **Texthelp (Read/Write, Equatio, WriQ)**
- **PearDeck**
- **Newsela**
- **Google Platform**
- **Seesaw (Parent Permission Required)**
Providing Access for All Students

Checklist for Parents and Families

Complete the tech survey

☐ If applicable, participate in Device Distribution March 25-27

Work with your school on expectations for:

☐ Device

☐ Home Internet (see options on next page)

☐ Remote Learning Plan and Available Resources

☐ Communicating with your child’s teacher

Access Parent Portal:

☐ DPS Parents can access the Parent Portal via the DPS homepage by clicking the Parent/Student Portal link at the bottom of the Families and Students Section.

☐ If you need to create an account, click “Create an Account”.

☐ Note: In order to create an account you will need your child’s lunch number/student ID number.
Providing Access for All Students

A Holistic Approach

A holistic approach to access includes ensuring that all students’ needs are taken into account, and provided with the necessary resources and tools during remote learning.

THIS IS SUPPORTED DURING REMOTE LEARNING BY:

- Continuing to provide computers to all DPS students that need one
- Continuing to provide hotspots as shipments arrive to DPS families that still need internet access and don’t yet have it
- Working with DPS Foundation to provide workbooks to younger students to support remote learning work
- Remote learning family resources are translated into all nine consent decree languages
- The department of Special Education co-hosted hosted multiple Town Halls with AdvocacyDenver to engage in dialogue with families
- Implementing comprehensive progress monitoring measures to assess, evaluate, and continuously improve student access to remote learning
Maintaining Connectedness to the Community

**Internet Access**

**COMCAST INTERNET ESSENTIALS**  
**Two free months of internet**  
• Comcast is offering new Internet Essentials customers two free months of Internet service.

**XFINITY FREE WIFI**  
**Free WiFi for everyone**  
• Xfinity WiFi hotspots across the country will be available to anyone who needs them for free – including non-Xfinity Internet subscribers. Once at a hotspot, consumers should select the “xfinitywifi” network name in the list of available hotspots and then launch a browser.

**DPS COVID-19 RESPONSE**  
• Check back on the DPS COVID-19 website for the most updated resources.
A holistic approach to community includes ensuring that students and families have access to a wide range of services during remote learning.

**THIS IS SUPPORTED DURING REMOTE LEARNING BY:**

- **Grab and go meals** available at 25 schools throughout the district
  - Partnerships with community partners to provide additional meal support at these sites for anyone in need, not just DPS students

- **Meal delivery** to 37 different sites throughout the district

- School based community centers are still seeing patients for mental and physical health needs via a telehealth model

- Partnership with **Denver Public Library** to help our students continue to engage with reading, writing, listening and speaking, through digital library and other services

- Daily video Facebook updates with Superintendent Cordova, board members, and community partners
What is Google Classroom?
Classroom is an online learning platform. Educators can post information for students to access. Educators can work with students in real time sharing course information, assignments, videos and more. The online tool is free for educators and students. Google Classroom is user friendly and provides options for remote learning.

Accessing Classroom:
Enter classroom.google.com into your browser or through your Google Apps grid use the classroom link.

Creating a Course:
Click the plus sign and choose create course. Create a Class Name and optional section, subject, and room number.
Appendix

Remote Learning Home Support Survey

FILL OUT ONE SURVEY FOR EACH STUDENT IN YOUR HOUSEHOLD

**ENGLISH**

**Required Information**

DPS Instructional Continuity Home Support Survey

Please fill out this survey for each student in your household (1 survey per student).

1. Parent First Name
   Characters Remaining: 100

2. Parent Last Name
   Characters Remaining: 100

**SPANISH**

**Información requerida**

Encuesta de apoyo en el hogar para la continuación de la instrucción en DPS

Llene esta encuesta para cada estudiante en su hogar (1 encuesta por estudiante).

1. Nombre del padre/madre
   Caracteres restantes: 100

2. Apellido del padre/madre
   Caracteres restantes: 100

**ARABIC**

**الإطارات المطلوبة**

استمارة دعم الأساتذة في بيئة التعليم عن الابتعاد DPS

يرجى ﯽغص معلوماتك لكل طالب في بيئة التعليم (استمارة واحد لكل طالب).

1. الاسم الأولي للطالب
   الأحرف المتبقيّة: 100

2. الاسم الأخير للطالب
   الأحرف المتبقيّة: 100

**VIETNAMESE**

**Thông tin Bắt buộc**

Bản Khảo sát Hỗ trợ Tài nhâi cho việc Hướng dẫn Giảng dạy Liên tục của DPS

Vui lòng điền bản khảo sát này cho mỗi học sinh trong gia đình quý vị (1 bản khảo sát cho mỗi học sinh).

1. Tên của Phụ huynh
   Ký tự còn lại: 100

2. Họ của Phụ huynh
   Ký tự còn lại: 100
Appendix

Context Regarding DPS Authorized Charter Schools

Like District schools, DPS charter schools have been working incredibly hard to support students, families and educators in transitioning to remote learning in the time of COVID-19.

The charter schools authorized by DPS are operating largely with similar guidelines and resources outlined in this remote learning plan.

• For example, families in charter schools participated in the remote learning survey, and DPS is working with charter schools in order to ensure technology access for all students.

• For further example, charter schools are following all the same special education guidance as District schools.

However, charters have some additional autonomies to honor their unique contexts.

• For example, in addition to the three remote learning options for District schools, charter networks were also given the opportunity to develop their own curriculum centrally for their schools.

Like at District schools, families in charter schools should expect to hear from their child’s school and teachers about the particulars of the implementation of remote learning at their school.
### Appendix

#### Sample Schedule Breakdown

<table>
<thead>
<tr>
<th>K–5 STUDENTS</th>
<th>6–12 STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area</strong></td>
<td><strong>Minimum Daily Minutes of Instruction</strong></td>
</tr>
<tr>
<td>Art</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>English Language Development (ELD)</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Literacy</td>
<td>50 Minutes</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50 Minutes</td>
</tr>
<tr>
<td>Music</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Science</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30 Minutes</td>
</tr>
</tbody>
</table>