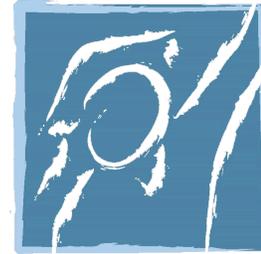


Virtual Instruction Action Plan - Families FAQ

April 3, 2020

We will:

- Hold teacher planning and student study days on Mondays
- Provide virtual learning experiences Tuesday - Friday
- Decrease the duration of time students spend on learning activities based on grade level
- Discontinue formal, daily attendance counts
- Shift to extended deadlines and due dates when possible
- Define grading expectations on an age-appropriate level (specifics below)
- Continue to connect with students and families on a regular basis



LEE'S SUMMIT
R-7 SCHOOLS
Learning for Life

How is my learning changing next week?

Throughout this experience we have emphasized a “grace and patience” mantra and emphasized student connection over coursework. We appreciate and value the instruction that our staff has provided to students, and we want to maintain the spirit of creativity, innovation and flexibility that our staff has embraced during this challenge. We also want to ensure that our families and students are not overwhelmed and overburdened by assignments during a stressful and difficult time. Next week, we’ll utilize staggered/split schedules, adjust limits for the amount of time students should be spending on learning, deemphasize formal attendance checks and shift toward extended due dates in order to make the virtual workload more manageable for students. We believe these changes will improve our instructional delivery for students.

Will the district be designating a day for studying and catch-up work?

Starting next week, the district will no longer hold formal virtual instruction lessons for students on Mondays. Instead, teachers will spend Mondays collaborating with grade/content level colleagues, preparing instruction and providing feedback to students. While students may have work to complete, students will not have virtual lessons provided on Mondays.

Will teachers be covering all previously planned course content throughout virtual instruction?

The ever-changing virtual learning landscape that our school family is navigating does not lend itself to the completion of every skill and activity that would have been provided in a face-to-face learning environment. Our focus remains steadfast on the social, emotional and holistic needs of students, while reinforcing core knowledge.

What will a daily schedule look like for middle and high schoolers?

In order to support students, a split schedule will be implemented for secondary students. Teachers will provide learning for a respective class twice a week with extended due dates into the following week when appropriate. Teachers will be providing learning activities that do not extend past

- A total of two hours a day for grades 7-8
- A total of three hours for grades 9-12

The schedule for the next month is as follows:

April 2020

Virtual Instruction Secondary Split Schedule

<u>Monday 4/6</u> <i>Teacher Collaboration</i>	<u>Tuesday 4/7</u> <i>Periods 1, 3, 5, 7</i>	<u>Wednesday 4/8</u> <i>Periods 2, 4, 6</i>	<u>Thursday 4/9</u> <i>Periods 1, 3, 5, 7</i>	<u>Friday 4/10</u> Non-School Day
<u>Monday 4/13</u> Non-School Day	<u>Tuesday 4/14</u> <i>Teacher Collaboration</i>	<u>Wednesday 4/15</u> <i>Periods 2, 4, 6</i>	<u>Thursday 4/16</u> <i>Periods 1, 3, 5, 7</i>	<u>Friday 4/17</u> <i>Periods 2, 4, 6</i>
<u>Monday 4/21</u> <i>Teacher Collaboration</i>	<u>Tuesday 4/22</u> <i>Periods 1, 3, 5, 7</i>	<u>Wednesday 4/23</u> <i>Periods 2, 4, 6</i>	<u>Thursday 4/24</u> <i>Periods 1, 3, 5, 7</i>	<u>Friday 4/25</u> <i>Periods 2, 4, 6</i>
<u>Monday 4/27</u> <i>Teacher Collaboration</i>	<u>Tuesday 4/28</u> <i>Periods 1, 3, 5, 7</i>	<u>Wednesday 4/29</u> <i>Periods 2, 4, 6</i>	<u>Thursday 4/30</u> <i>Periods 1, 3, 5, 7</i>	<u>Friday 5/1</u> <i>Periods 2, 4, 6</i>

*Note: Calendar continues past our currently scheduled return date to indicate the completion of April

*STA block classes may look slightly different due to the fact that STA classes encompass 3 class periods.

What will a daily schedule look like for elementary students?

In order to support students, elementary teachers will plan for roughly three days of weekly instruction provided over the course of a four-day period. Teachers will be providing learning activities that do not extend past:

- Kindergarten - second grade: 45 minutes a day
- Third and fourth grade: 60 minutes a day
- Fifth and sixth grade: 90 minutes a day

Tuesday, April 14, 2020 will be a teacher collaboration day, and daily learning activities will not be provided for elementary students on this day.

Can attendance count against student grades?

We value the connections that teachers are providing for students and view this as the key focus of virtual learning, as many students are facing uncertain times of health concerns, family needs and support. While daily attendance is not required, we are encouraging teachers to connect with students on a weekly basis and tailor additional times for connection as necessary. We expect students to engage with virtual learning during our school closures to the best of their ability.

Can teachers require mandatory attendance at specific times?

While there will continue to be learning that occurs as a group, we are encouraging teachers to be strategic and intentional about group learning in order to be mindful of student and staff Internet data usage, as well as other personal or school-related obligations students may have. Teachers will support the absence of a student if necessary. It is important that students and parents continue to proactively communicate with instructors.

What does instruction look like over this time if there is some additional flexibility for the remainder of the year?

We are encouraging teachers to assign projects that provide extended timelines, focus on the passions of students, provide local and global contribution, and align with essential standards in that grade level/content. We are also encouraging teachers to be creative and innovative in their teaching while supporting a balance of student content expectations. We also encourage all educators to use this time to focus on student-needs, build relationships and meet students where they are.

Learning should look less like...	Learning should look more like...
<p>An attempt to re-create school at home</p> <ul style="list-style-type: none"> ● assuming a strict "school day" schedule ● requiring special materials (e.g., lab or materials not commonly found at home) ● pacing with the planned scope and sequence ● assigning readings to stay "caught up" ● assigning packets of worksheets and busy-work ● expecting that all learning experiences happen virtually 	<p>Flexible goals and structures for learning</p> <ul style="list-style-type: none"> ● extended time for learning and reflection ● use of commonly available materials ● purposeful selection of learning targets ● opportunities for students to explore their interests ● meaningful, manageable tasks and projects ● opportunities to learn without the use of devices or the internet
<p>Teacher-centered instruction</p> <ul style="list-style-type: none"> ● virtual lectures/classes that all students synchronously attend ● teachers delivering information and assignments ● teacher instruction and feedback as the primary mode of facilitating learning 	<p>Purposeful teacher-student interactions</p> <ul style="list-style-type: none"> ● optional opportunities to connect with teachers and peers virtually and at a variety of times ● teachers providing coaching, feedback and encouragement ● encouragement for students to engage in learning and reflection with their families and communities ● encouragement for self-reflection on what students learn and how they learn it
<p>Assignments to "get through" content</p> <ul style="list-style-type: none"> ● emphasizing memorizing content or "checking off" tasks on lists ● asking students to solve contrived or hypothetical problems or complete design projects that value form over function ● trying to cover content through a volume of activities or skipping from topic to topic 	<p>Authentic learning in the home setting</p> <ul style="list-style-type: none"> ● connecting questions and problems to household activities such as cooking, fixing things or gardening ● asking students to identify relevant problems in their lives and engage in design cycles to address them ● allowing students to deeply explore phenomena or problems of interest through investigation to build understanding and practice over time

Can students receive penalties for late assignments?

Under these conditions, we will not support reducing grades for late assignments. We intend to give students grace as they adapt to these circumstances.

What if we come back to school?

The same grading practices listed above for Elementary and Secondary would apply through the end of the year; however, learning would be in person from the time we return.

Will LSR7 implement planning days and study days for staff and students?

Teachers will spend Mondays collaborating with grade/content level colleagues, preparing instruction, and providing feedback to students. Students will not have virtual lessons provided on Mondays, but they may use this day to catch up on previous assignments.

Will LSR7 change how or when assignments must be submitted and show flexibility on due dates?

Depending on the grade level and course, teachers will extend deadlines to ensure accessibility and support. It is our hope that shifting toward extended due dates should mitigate challenges prompted by service interruptions and relieve stress for students and parents.

Can alternate platforms be used when Schoology isn't working? Can teachers accept assignments via email if Schoology is down?

Teachers will work to provide alternative methods of instruction, delivery and acceptance of lessons.

Can students or families opt- out of learning during this time?

There is valuable and impactful learning that is occurring in our classrooms through content, experiences and connecting with students. If students are not attempting to access learning during this time, they will be missing part of the content of the course. In addition, we want to ensure we are connecting with students from a well-being aspect at this time. Students are expected to participate in learning opportunities, however, if there are health concerns or extenuating circumstances, families should contact your building principal or counselor.

ELEMENTARY - FAQ

Will there be a formal grading system during virtual learning?

Our youngest learners are navigating a new and challenging learning environment due to a circumstance out of their control. We will continue to reinforce and deepen existing grade-level skills, while providing

appropriate content for students to work on at home. However, during this time we will not be providing fourth quarter grades for students. At the end of the quarter, teachers will provide meaningful feedback through the comment section of the grade card that supports student growth during virtual learning

If there are no grades for 4th quarter, what will our students be focused on?

There is robust learning occurring in our virtual classrooms through content, experiences and connecting with students. During this time, our focus continues to be on the individual needs of our students, including social-emotional supports from our teachers. Teachers are also being encouraged to engage students with activities that focus on the passions of students while fostering grade-appropriate development and essential standards.

What does participation and engagement look like with the shift in grading?

Elementary students will be asked to engage in virtual learning and classroom experiences Tuesday through Friday. While learning will be focused on the reinforcement and deepening of grade-level skills, activities will also include ways to be active, creative, caring, and innovative. Teachers will be providing learning activities that do not extend past:

- Kindergarten - second grade: 45 minutes a day
- Third and fourth grade: 60 minutes a day
- Fifth and sixth grade: 90 minutes a day

What about the MAP/ State Assessment?

There will be no state assessment this year.

SECONDARY - FAQ

How will students be graded during our virtual instruction period?

The district will record each student's grade as of March 13, 2020, the last day before Spring Break. During virtual learning, teachers will continue to assess student performance and enter grades for assignments on student work. At the end of the current semester, students will receive the highest grade between their semester grade or the grade they displayed on March 13, the last day prior to the beginning of virtual instruction. Dual Credit college coursework will follow the normal curriculum as much as possible and grading options will align with the college or university that is awarding the dual credit.

How are grades being taken during virtual learning?

Teachers will assess student performance and enter grades for assignments during virtual learning similar to in person classes.

Can grades improve during virtual learning?

Yes, a student can continue to improve their grade through the end of the semester.

Can grades get worse during virtual learning?

A student's final grade in a course cannot be lower than the grade they had on March 13. If the final semester grade is lower the student will receive the grade they had on March 13 grade as their final grade. This is to ensure that no student's grade drops because of virtual learning and an extenuating circumstance outside of their control. Since colleges and universities will set expectations for dual credit students, teachers and building leaders will help students coordinate with colleges and universities to make sure they are meeting requirements.

How do students know what their March 13 grade is?

Please note that teachers have until Friday, April 10 to calculate March 13 grades and address opportunities for make-up work prior to spring break. Teachers may be communicating with students who have not submitted an assignment that should be included in a March 13 grade calculation about make-up opportunities or exemptions. We are asking families to wait until after April 10 to reach out to teachers for confirmation regarding March 13 grades.

How will the shift in grading impact participation and engagement?

Teachers will be working to provide assignments geared toward promoting student engagement and encompassing the essential standards of the course. Teachers will also continue to make social-emotional connections with students at this time. We are aware that while these new grading guidelines may provoke effort and energy from some students; others who are satisfied with their March 13th grade may try to disengage from classes. Virtual lessons are still a critical part of keeping up with core content for classes. Both teachers and parents should strive to keep students engaged and focused when possible while keeping in mind that the grading policies aim to prevent students from being negatively impacted by a circumstance they could not control.

How will students be graded for classes only taken in the fourth quarter?

Grades for Middle School quarter-length courses for 4th quarter this year will be P (pass) or I (incomplete). Students will not receive a letter grade, nor a F (fail) for non-participation.

Are students taking final exams as usual?

No. There will not be final exams this term. The exception may be any dual credit courses at the HS level. Teachers will work with the colleges and universities to make sure their requirements are met.

How will the district address students who were failing or had make-up work that was not completed before Spring Break?

In this case, teachers will consider exempting assignments prior to March 13 that can no longer be completed or develop an alternative way to measure student learning on those assignments.

What do other high school requirements and assessments look like this year?

International Baccalaureate

The May 2020 examinations, originally scheduled between April 30 and May 22, for Diploma Programme and Career- Related Programme students will no longer be held. Depending on what a student registered for, he/she will be awarded a Diploma or a Course Certificate which reflects his/her standard of work. This is based on the student's coursework and the established assessment expertise, rigor, and quality control already built into the programmes.

Advanced Placement

The AP is releasing an exam schedule that will allow students to take 45-minute free-response (no multiple choice) tests on devices such as computers, tablets and cell phones. This test must be completed to earn college credit, but the College Board will be striving to include information that most districts will have covered by early March. Practice tests will reflect these amended questions. For more information, [click here](#).

Dual Credit

Colleges and universities will set expectations for how students will receive credit this semester. We will continue to proactively communicate with our higher education partners to communicate this from the building level.

Project Lead the Way

For the 2019-20 school year, PLTW has made the determination to suspend all PLTW End-of-Course assessments.

ACT

All juniors across LSR7 schools were scheduled to take the ACT on April 7. This exam has been cancelled and the district is currently exploring options for rescheduling this test.

MAP/ EOC

On March 19th, the Missouri Dept. of Elementary & Secondary Education [cancelled state-wide assessments for the remainder of the 2019-2020 school year](#). This includes the MAP and End of Course Exams for the Spring of 2020.

A+ Requirement

Seniors who had at least a 2.5 cumulative GPA at the end of the fall 2019 or spring 2020 semester will be eligible for A+. The total number of required tutoring/mentoring hours has been reduced temporarily to 25 to accommodate those students who were unable to complete 50 hours prior to high school graduation. The Algebra I EOC requirement has been waived for all 2020 high school seniors, including those who have already taken the exam but did not meet the requirement, in addition to those who have not yet taken the exam. Waiver of this requirement also exempts the 2020 seniors from having to meet the ACT math subscore/high school GPA alternative.

Required Community Service Hours for Graduation

Normally each student is required to perform 10 hours of community service as a part of their graduation requirements. For the class of 2020, this requirement will be amended to say that the graduation class as a whole must perform a combined number community service hours equal to 10 hours for each student in the class. Currently each high school has met this cumulative class total.

R7 Online Courses

R7 Online course instructors are modifying these courses to be similar to the modifications that face to face teachers are making to courses that are not being delivered virtually. Edgenuity Online Courses requirements and expectations will apply to students who are enrolled in those courses.