



Virtual Learning Plan 2.0

**A Guidance Document for Students
and Families to Support
Continuous Learning**



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Introduction/Lessons Learned

We were not prepared for the school closure that occurred this spring due to the pandemic. The impact that the extended school closure has had on students all over the world is unprecedented. Our reopening plan takes into account the probability that we may face another extended school closure, so that this time, we will be adequately prepared to continue to serve our students with no instructional gaps, we are adopting a **blended learning instructional model** that will allow for continuous learning whether school buildings are open or closed. We have considered the lessons learned from the recent school closure in the development of an infrastructure aligned to student, family, and staff needs. As we move forward into the new school year, we will continue to consider the lessons learned from our Continuous Learning implementation to inform our decision making process. We have identified six major areas of growth that we are diligently working to improve upon in the new school year.

1. Instructional Model

Many students and teachers were not prepared to move so quickly and consistently into virtual learning. In an effort to prevent this phenomena from reoccurring, SLPS is adopting a **Blended Learning Instructional Model**. Blended Learning is an instructional model in which students learn via a combination of face-to-face and virtual instruction. We have focused on the movement to **One to One Technology for Students**, **Upgrading Teacher Technology** and integration of **Blended Learning Resources** into our Standards Based Curriculum Plan and the increased opportunities for professional development and training in **Microsoft Teams** for teachers and families. These efforts will promote **Continuous Learning** for all students whether school buildings are open or closed.

2. Equity Concerns

We were overwhelmed with the response for the need for Technology and connectivity. Also, we did not account how the impact of the pandemic would disproportionately, impact certain populations, including our own students, and their capacity to participate in virtual learning. We are committed to providing **One to One Technology for Students** as well as providing opportunities for families to access Wi-Fi networks.

3. Communication

Two-way communication with all stakeholders is essential. We are committed to improving and increasing our efforts to establish efficient, frequent and consistent communications, including verbal and written translations.

4. Instructional Practices

We are committed to building and maintaining staff capacity to deliver high quality instruction. We understand that staff need time to plan, collaborate and participate in professional development. Virtual etiquette or “netiquette” for staff and students, Special Education, ELL, and Related Arts courses are all an essential part of our plan to support the whole child with procedures crafted to encourage engagement such as links to Blended Resources ([pp.7-9](#)), access to Grade Level Curriculum Plans, an updated [Balanced Assessment Plan](#) and Assessment Calendar and ongoing Professional Development ([pp.13-14](#)) are the major components of our efforts to support strong **Blended Instructional Practices** in the coming school year.

5. Technology and Infrastructure

Timely distribution of laptops and Wi-Fi devices must be efficient in order to support student access to **Blended Learning**. The technology team has established protocols for the [Distribution and Return of Technology](#) while maintaining safety and security is critical.

6. Staff Support

Staff access to childcare is needed to meet the demands of virtual instruction and telework. Administrators, teachers, and support staff should receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools. The division must ensure that all staff have consistent access to Wi-Fi and internet connectivity so they may effectively support students, families, and the school system.



How to Use the Virtual Plan 2.0

This plan is divided into three major sections **(1) supporting continuous instruction**, **(2) providing access for all students**, and **(3) promoting the physical, social and emotional well-being of our students by maintaining connectedness to our families and the community**. These three sections highlight key elements necessary in **leveraging blended learning to foster sustained student growth** and offer transparent and detailed information about our blended instructional efforts to all SLPS stakeholders. This plan also includes an appendix which offers additional detailed information and an FAQ section.

SLPS is committed to supporting continuous learning. Our use of blended instructional resources, the provision of one to one devices and access to mobile hot spots upon request, are the Big Steps we are taking to make sure our students will *Keep on Learning* no matter the circumstance. We hope that you find this document useful in navigating our new and innovative approach to continuous learning.





Key Elements Of Continuous Learning

Leveraging blended learning to foster sustained student growth



1

**SUPPORTING
CONTINUOUS
INSTRUCTION**

- SLPS supports continuous instruction through the implementation of a blended learning model, which includes a variety of digital materials that students can use to engage in in-person or virtual instruction. All instructional activities are research based, standards driven and designed to keep your child on track for academic growth.
- You can find digital resources to support standards based instruction at home, by grade level, in our Standards-Based Curriculum Plans [HERE](#).



2

**PROVIDING
ACCESS FOR
ALL STUDENTS**

- SLPS is working to ensure that all students (non-charter) in grades PK-12 have access to a digital learning device (iPad or Laptop) for the duration of the school year.
- Schools that have available mobile devices will check them out to those students/families who have indicated they need a mobile device for use at home.
- Our technology Help Desk is available for technical support. Additional support may also be available at your child's school. (314)345-5757 or email TechSupport@slps.org.



3

**MAINTAINING
CONNECTEDNESS
TO THE COMMUNITY**

- Promoting the physical, social and emotional well-being of our students remains a priority for us when our doors are open and when our doors are closed. We have developed partnerships with local food pantries and other service organizations to assist us in maintaining connectedness to our families and the community as well as provide assistance to students and families in need.
- You can find a list of Food distribution sites and other resources [HERE](#).



Supporting Continuous Learning Enrollment Options

OPTION 1: In-Person

- Student is enrolled at a brick-and-mortar school and attends school in accordance with the SLPS Academic Calendar.
- High School Students will have an individualized course schedule to meet their needs and credit requirements.
- Student is assigned a homeroom teacher and course schedule.
- All course work utilizes a Blended Learning Framework.
- Families may choose to leave in-person enrollment and enter virtual learning at any time.

OPTION 2: Virtual

- Student is enrolled in a school but engages in all learning virtually at home.
- Student is assigned a homeroom teacher and schedule, which may include teacher-led live lessons, recorded lessons, class discussion, and individualized activities.
- Teachers are accessible for students during established office hours.
- All course work utilizes a Blended Learning Framework.
- Families that select virtual learning may select to return to in-person learning at each quarter.

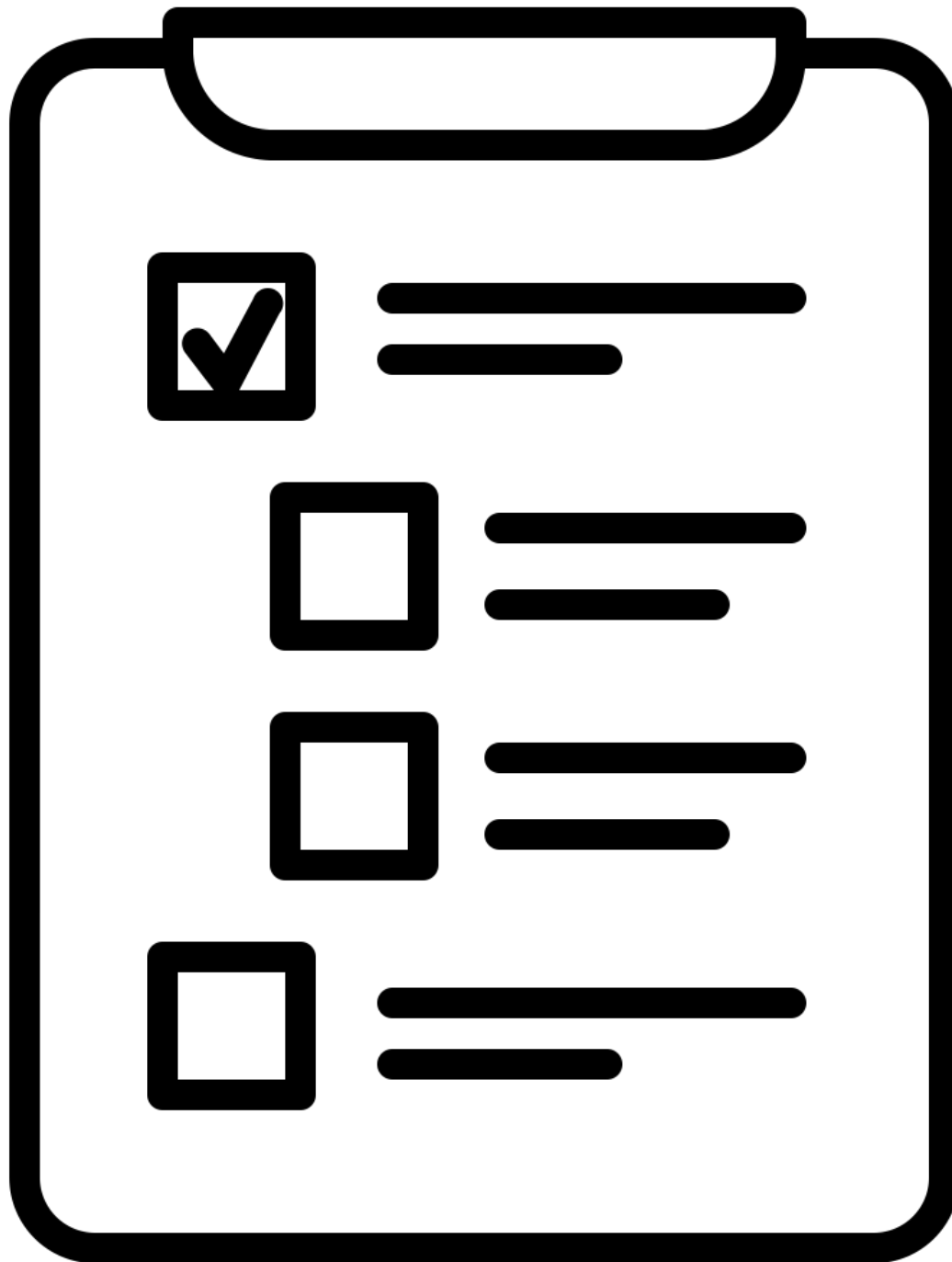
OPTION 3: On-line via Edmentum

- Edmentum is a self-driven learning experience administered exclusively on-line from website-based content that the student may access at any time.
- Edmentum offers families a standards-based curriculum for learning.
- All courses and grade level standards required by Missouri DESE are offered.
- Families utilizing this option will remain in Edmentum for the entire 2020-2021 school year.



Continuous Learning Instructional Support Plan

Checklist for Parents & Families



- ✓ Ensure devices and Internet access are available for student(s) at home.
- ✓ Complete digital needs survey to indicate need for device and/or Internet access and review the acceptable use policy.
- ✓ If necessary, complete the Technology Agreement Form and pick up your child's device.
- ✓ Provide accurate contact information to your child's school.
- ✓ Identify how to communicate with your child's teacher (Website/Email/Phone/Microsoft Teams/Class Dojo)
- ✓ View the NINE Network Broadcast and additional instructional resources on the district's [Continuous Learning](#) page.
- ✓ Review your child's grade level **Standards Based Curriculum Plan** and Blended resources ([pp.7-9](#)).
- ✓ For more information on **grading** and **attendance**, please contact your child's school.
- ✓ Acquire student's login information, usernames, passwords and/or email address for instructional resource from your child's school/teacher.
- ✓ Review additional [Digital Instructional Resources](#) on the district's website. This resource was curated by the district to provide additional on-line activities and resources for enrichment and practice.
- ✓ Access the district website for [Food Distribution & Other Resource](#).

1

Supporting Continuous Learning Blended Learning Resources for Core Subjects



KEY:
*Requires User Name and/or Password
+ Must Be Downloaded Before Use
^School Specific

BLENDING RESOURCES

RESOURCE	PK-5				6-8				9 - 12			
	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies
Microsoft Teams*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District Curated Hyperdocs Writeable PDF Worksheets+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District Curated Digital Text Collection +	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Achieve 3000 ^	✓				✓				✓			
A-Z Leveled Books	✓											
Big Ideas *		✓										
Breaking News English									✓			
CommonLit *	✓				✓				✓			
DESMOS *										✓		
DigitalHistory							✓	✓				✓
Discovery Ed ^*							✓					
DocsTeach				✓				✓				✓
Dogo News								✓				✓
Education World: Reading Games	✓				✓				✓			
education.com	✓											
Envision 2.0 *						✓				✓		
Epic Books	✓			✓								
Explore Learning – Gizmos *			✓				✓					
Exploring Science – National Geographic *							✓					
freekidsbooks.org	✓											
GENERATION GENIUS *^			✓				✓				✓	

1

Supporting Continuous Learning Blended Learning Resources for Core Subjects



KEY:
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BLENDING RESOURCES

RESOURCE	K - 5				6 - 8				9 - 12			
	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies
Microsoft Teams*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District Curated Hyperdocs Writeable PDF Worksheets+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HMH *							✓					
iCivics				✓				✓				✓
IXL Math *						✓				✓		
IXLEngish *					✓							
K-5 Learning	✓										✓	
Khan Academy Math *						✓				✓		
Khan Academy ELA					✓				✓			
Khan Academy Humanities								✓				✓
Khan Academy Science							✓				✓	
Kids Discover	✓				✓							
Kids.kiddle.co	✓											
Mystery Science *			✓			✓						
National Geographic ELA 6-12					✓				✓			
Nearpod *	✓				✓				✓			
New York Times Kids Blog					✓				✓			
News in Levels					✓				✓			
NEWSELA					✓				✓			

1

Supporting Continuous Learning Blended Learning Resources for Core Subjects



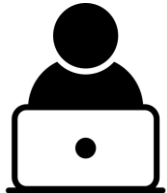
KEY:
*Requires User Name and/or Password
+ Must Be Downloaded Before Use
^School Specific

BLENDDED RESOURCES

RESOURCE	K - 5				6 - 8				9 - 12			
	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies	ELA/ Reading	Math	Science	Social Studies
Microsoft Teams*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
District Curated Hyperdocs Writeable PDF Worksheets+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NewsELA Social Studies				✓				✓				✓
Next Generation Storylines +											✓	
NGSS Phenomena							✓				✓	
NoRedInk	✓				✓				✓			
NSTA.org							✓				✓	
PBS Media				✓				✓				✓
PBS Science			✓				✓				✓	
Quizlet	✓				✓				✓			
Read Theory *					✓				✓			
Reading Is Fundamental	✓											
ReadWorks					✓				✓			
Readworks.org *												
Renaissance Instructional Resources *					✓				✓			
Savvas Learning *										✓		
Science News for Kids							✓				✓	
Smithsonian Tween Tribune *					✓			✓	✓			✓
Stanford History Education Group *								✓				✓
Stanford NGSS +							✓					
Storyline Online	✓											
THINKCERCA ^*					✓				✓			

1

Supporting Continuous Learning Roles in Supporting Virtual Learning



Students will prepare for blended learning by:

- ✓ Engaging in blended learning activities being offered by their teachers 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.



Teachers will prepare for blended learning by:

- ✓ Providing instructional resources and materials virtually via the Teacher Website, Microsoft Teams and Zoom.
- ✓ Participating in ongoing professional development in support of blended learning and virtual instruction.
- ✓ Closely monitoring District communications for up- to-date information regarding school closures & Continuous Learning plans.



Families will prepare for blended learning by:

- ✓ Ensuring that a device and internet access are available at home (complete the school survey [HERE](#) to indicate the need for a device and/or internet access for at-home).
- ✓ Review the [Technology Distribution Plan](#).
- ✓ Review all items and links on the **Checklist for Parents & Families** (page 13).
- ✓ Closely monitoring District communications for up-to-date information regarding school closures & Continuous Learning plans.
- ✓ Encourage and support student participation in blended learning instructional activities at home.
- ✓ Review the appropriate grade-level information linked within the District website.
- ✓ Ensure that you and your child know usernames and passwords for all instructional resources.

2

Providing Access For All Students Distribution of Technology

Parent/Family Survey

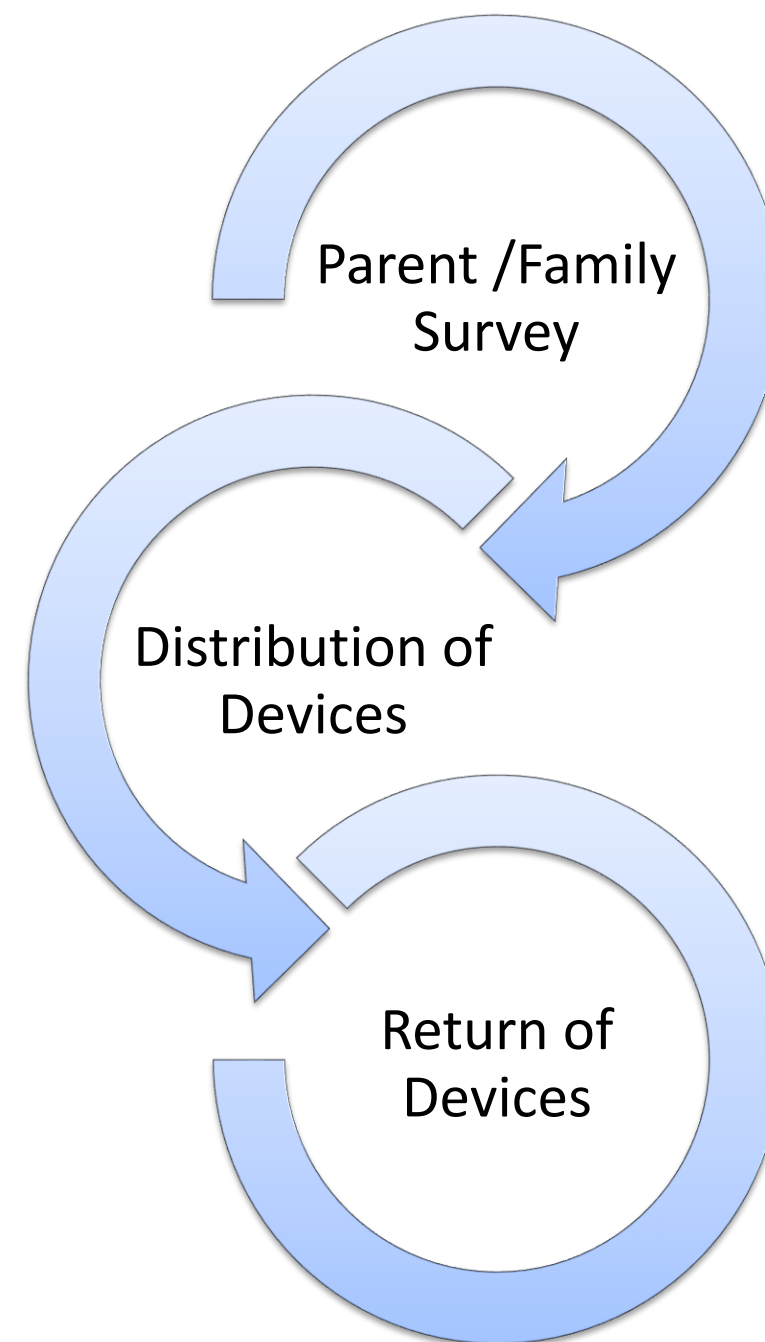
- The Technology department will continue to survey parents/families of SLPS students to determine the availability of mobile devices and Internet access at home.

Distribution of Devices

- All families requesting a mobile device will be required to complete an Agreement Form for the checkout of a device and charging cord.

Return of Devices

- District and school inventories will be cross-referenced with signed Agreement Forms to maintain accurate inventory of devices throughout the school year.
- Schools will use their current inventories to check out devices to families.
- Equipment must be returned to the school/district at the end of the school year.
- If a child dis-enrolls for any reason, the device must also be returned.
- A fee will be assessed to families who do not return the device.



Promoting Physical, Social & Emotional Well Being

Maintaining connectedness to our families and the community



SLPS Pop-Up Clinics to Provide Immunizations at **NO COST** to Families!



Missouri law requires that immunizations are updated before a child reports to school in the fall.

Whether Saint Louis Public Schools District students are in class this fall, learning virtually or engaged in a blending of both, these immunizations are important to your child's health and wellbeing. SLPS is working with healthcare providers to ensure immunizations are available to every child. We appreciate our partners at **Care St. Louis, Affinia, The St. Louis Children's Hospital's Healthy Kids' Express, Urgent Care for Kids** and the **Visiting Nurses Association**.

Updating your child's immunizations are as easy as:

- ☒ Our team of nurses will be reaching out to you directly to set appointments.
- ☒ Complete a consent form over the phone.
- ☒ Come to your appointment with your insurance card and any information you have from your child's pediatrician (**our nurses can update your records**).

SLPS IMMUNIZATION SCHEDULE 2020-2021

LOCATION	ADDRESS	DATES	TIMES
Gateway Middle	1200 N. Jefferson, 63106	Sat., July 11 Wed., July 15	8 a.m. – NOON
Oak Hill Elementary	4300 Morganford Rd., 63116	Thurs., July 16 Sat., July 18	8 a.m. – NOON

- Promoting the Physical, Social and Emotional Well Being of our students remains a priority for us when our doors are open and when our doors are closed. We have developed partnerships with local food pantries and other services organizations to assist us in maintaining connectedness to our families and the community as well as provide assistance to students and families in need.
- You can find a list of **Resources** [HERE](#).



APPENDIX

SLPS Anti-Bias Anti-Racism Plan 2020-2021

St. Louis Public Schools recognizes that biases are inherent in our world. These can include biases for or against racial/ethnic backgrounds, culture, language, gender expression, sexual orientation, family structure, cognitive or physical ability, economic class, and religion. We recognize that every person—staff, parent, child—at SLPS experiences privilege and oppression differently. It is our duty as public educators to prepare our staff and environment to provide an inclusive space for every member of our community.

SLPS is committed to taking a proactive approach to eliminating biases and/or racism in our environment.

To that end, SLPS is committed to:

- Engage in ongoing ABAR training for all staff members.
- Recognize the biases and privilege that permeate our interactions with families, staff, and children.
- Support each other in understanding and dismantling our personal biases and privilege.
- Restructure our systems to eliminate barriers to accessing quality education.
- Incorporate lessons that teach how to acknowledge, honor, and celebrate our students, staff, and family differences.

Additionally, we have asked all of our teachers to apply a **Cultural Context Differentiation** lens to their instructional planning process. Cultural Context Differentiation is lesson differentiation based on student's individual needs and learning styles. The teacher should consider and honor the unique cultural differences of EVERY student when selecting content, process, products, the learning environment, the use of ongoing assessment and flexible grouping in an effort to establish a safe and supportive learning environment for ALL.

4 key elements of Cultural Context Differentiation

- Activate Students Prior Knowledge - Encourage students to draw on their prior knowledge in order to contribute to group discussions, which provides an anchor to learning.
- Make Learning Contextual - Make lessons more contextual and relevant to students and their communities. Solicit student input and encourage students to leverage their cultural capital.
- Consider Classroom Setup & Groupings - Books, posters and other classroom content should be diverse. Groups should be diverse and ever changing as well.
- Build Relationships - Build relationships with their students to ensure they feel respected, valued, and seen for who they are.

Anti-bias/anti-racism work is ongoing due to the changing nature of our school community. It focuses on uplifting individuals to be proud of their uniqueness while honoring other individual's differences. SLPS is dedicated to integrating ABAR education at all levels of the school community. Please review our ABAR Plan Linked [HERE](#).



APPENDIX

SLPS Professional Development Plan Info. (2020-2021)

In an effort to support blended learning and provide continuous learning and growth opportunities to teachers and staff, SLPS will continue to host Professional Development through virtual sessions and resources. The Academic Office has worked diligently to partner with our school community to provide professional learning and growth experiences (for the ultimate purpose of having the greatest impact on student learning). Please click [HERE](#) for a complete list of dates and trainings.

Professional Development will be available for all SLPS staff, parents, and interested community stakeholders. The focus areas for the 2020-2021 school year will be:

- ❖ **Virtual/Online Learning (Using our digital resources)**
- ❖ **Social-Emotional Learning (SEL)**
- ❖ **Standards-Based Learning**

Districtwide PD Days

(Virtual and/or Face-to-Face)

These are district facilitated days where all staff are participating in session designated and facilitated from the district. During PD, sessions begin at 8:00 AM and conclude at 11:00 AM with 90 minutes for lunch and travel (unless stated otherwise). When applicable, staff should report to the site in ample time to park, locate the meeting room, and sign in. Kronos is the official timekeeper of the District. Lunch is **on your own**. Staff is expected to return at the designated time to resume the development, promptly at 12:30 PM-3:30 PM for the afternoon sessions.

These days are:

- ❖ **August 18, 2020 (6-hours)**
- ❖ **August 19, 2020 (6-hours)**
- ❖ **February 12, 2021(3-hours)**

Site-Based PD Days

(Virtual and/or Face-to-Face)

These are professional learning days hosted internally by each school site. Schools, with district guidance from their Network Superintendent leadership, submit plans for their approval that encompasses an overview of what schools plan to cover for the academic year. Plans should include goals, outcomes, monitoring, deliverables (as applicable) and evidence of student impact (as applicable). These days are:

- ❖ **August 17, 2020 (6-hours)**
- ❖ **September 18, 2020 (6-hours)**
- ❖ **January 15, 2021 (6-hours)**
- ❖ **February 12, 2021 (3-hours)**
- ❖ **March 19, 2021 (6-hours)**

Booster Sessions

These are ongoing opportunities hosted by our curriculum partners and curriculum specialists throughout the year to keep staff up-to-date (especially new staff) on the current curriculum resources, pacing, and standards-aligned instruction. All constituents will be communicated in advance of the upcoming sessions via our SLPS Info.

We appreciate staff efficacy in continuing the various models of fostering their professional learning. It is a testimony to our commitment to provide the best instruction for our students. We look forward to 100% participation in the 2020-2021 SLPS Professional Development Series



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SLPS Professional Development Plan Info. (2020-2021)

Parent Engagement Sessions

Parent Engagement Sessions are designed to create successful partnerships between home, school, and community to include the Six Types of Involvement: parenting, communication, volunteering, learning at home, decision-making and collaborating with the community which help set home conditions to support learning. These events generally take place at the SLPS Central Offices and begin at 6:00 p.m. unless rescheduling occurs. The tentative dates and topics for the parent engagement sessions are listed below.

Parent Engagement Session Dates/Topics (subject to change)

September 17

(Becoming a Virtual Parent - Parent Panel)

October 15

(Standards-based Grading: Understanding Quarter 1 Grades and Beyond)

November 19

(Culturally Responsive Texts: Great Reads, Great Gifts, Great At-Home Literacy Strategies)

January 2-1

(School-Home Collaborations: We Can Do This Effectively)- Principal/Parent Panel

February 18

(Helping My Child at Home Prepare for Assessments)

March 11

(Maker Space: Content Related Hands-on Activities to Try at Home With Your Child)

April 15

(A Summer Showcase- Summer Learning Opportunities for All)

May 13

(TBD)



APPENDIX

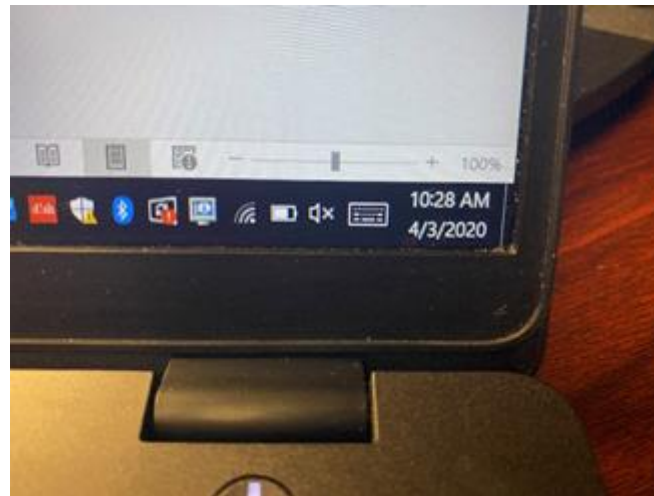
Guide to Accessing Microsoft Teams

You may access a Microsoft Teams virtual learning playlist [HERE!](#)

If Using Microsoft Teams on Your Web Browser?

To turn up your sound on your computer:

Look in the bottom right of your screen
Next to the date/time
You will see a “megaphone”
If it has an “x”, then your sound is muted
Click on the “x” and it will go away



Slide the bar to lower or increase the sound on your computer

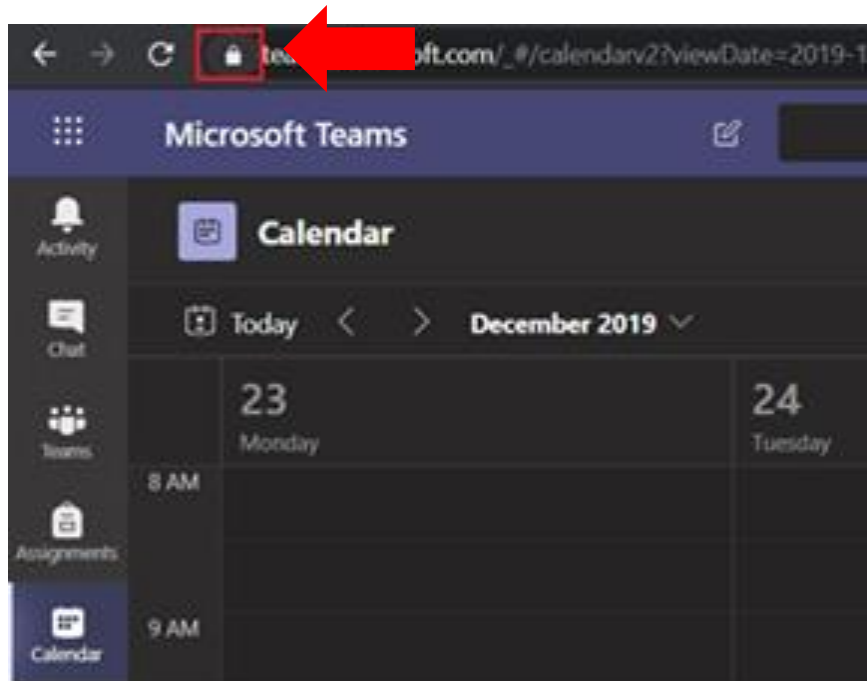
If you're using your web browser instead of using the Microsoft Teams Windows app, then you will need to make sure that the site has been given permission to use your camera.

Here's what you do to access:

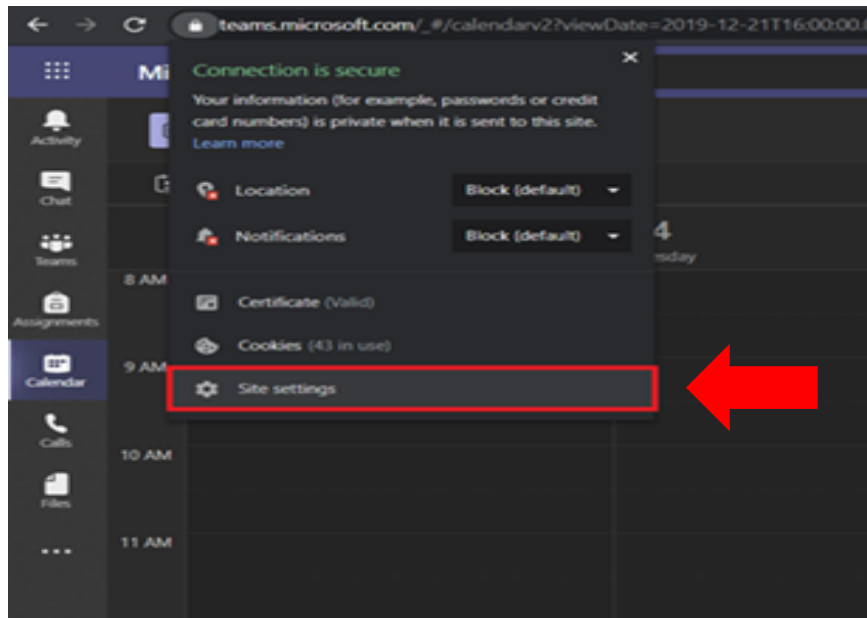
1. Go to Microsoft Teams using your search browser (Google Chrome or Mozilla Firefox).
2. Depending on your search browser, proceed with its appropriate steps:

If you're on Google Chrome:

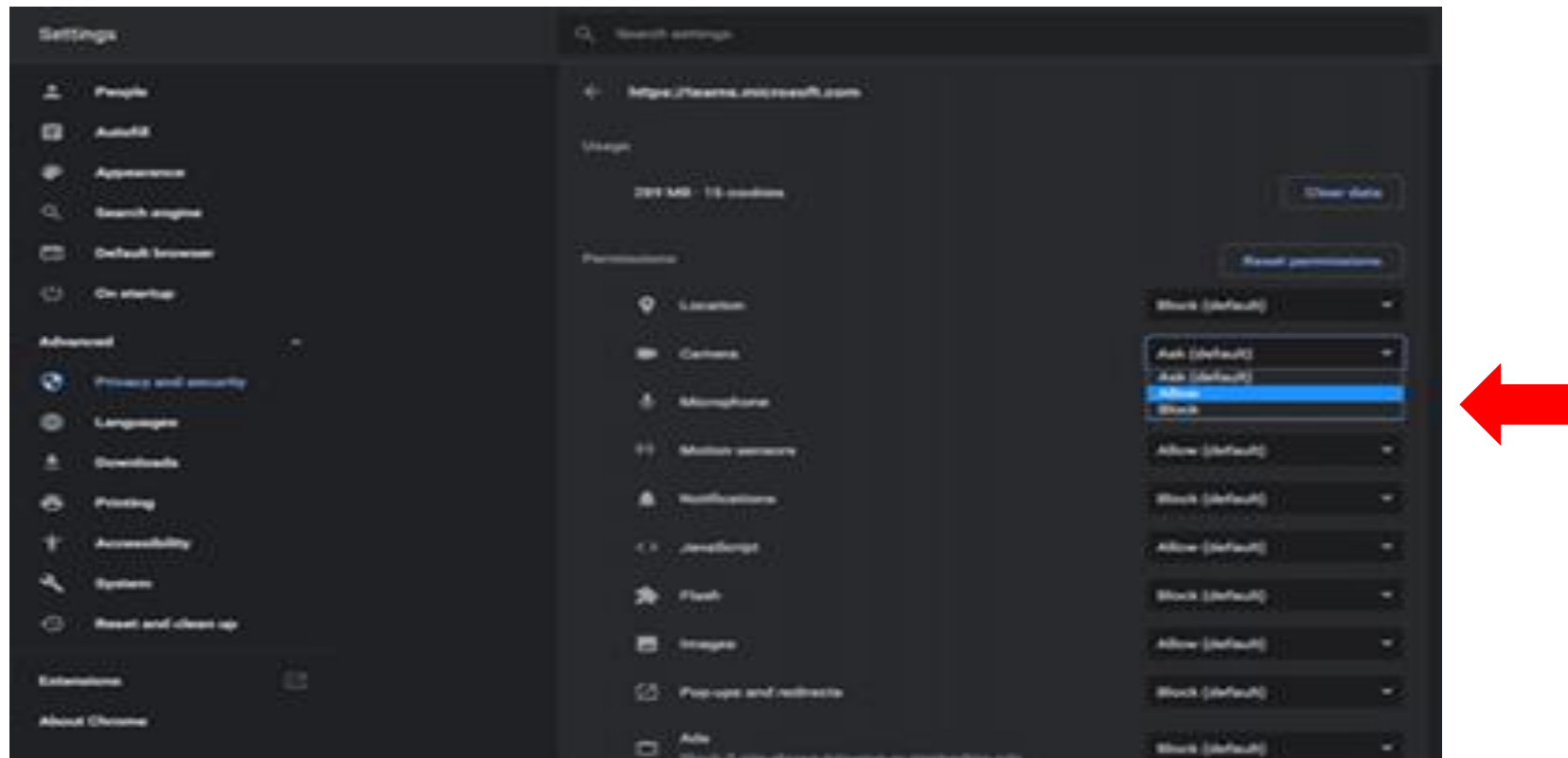
1. You need to click on the lock icon in the search URL box (at the top) as shown below.



2. Then click **Site settings**.



3. You will be brought to your Google Chrome settings where under **Permissions** you will want to make sure that **Camera** is set to **Allow** rather than **Block** or **Ask**.



4. **Ask** is a secure option if you do not want your camera turned on without being prompted every time you access Microsoft Teams. **Block** prevents Microsoft Teams from accessing or even detecting your camera.

If you're on Mozilla Firefox

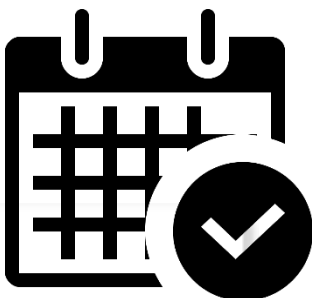
1. Click on the Firefox menu button and select **Options**.
2. Next, click **Privacy & Security** from the left menu.
3. Then scroll down to the **Permissions** section and click the **Settings...** button for the **Camera** option.
4. Now enter the website URL in the search field for the site that you want to access your camera. In our case, we will need to enter `www.portal.office.com` to allow **Microsoft Teams** access to our camera. Hit the **Enter key**.
5. Firefox makes it a secure and straightforward way to handle the websites that you want to provide access and the ones to not.
6. You can remove it at any time by selecting it from the list and clicking the **Remove Website**.
7. Finally don't forget to hit the **Save changes** button!



APPENDIX

DESE Recommended Daily Instructional Minutes

Actual schedules and minutes per day will vary from school to school. Minutes.
Virtual Instructional minutes will occur 50% synchronously and 50% asynchronously
This works out to approximately 3 hours on-line and 3 hours of independent work.



SUGGESTED DAILY SCHEDULE
GRADES K-2

SUBJECT	RECOMMENDED TIME
Developmental Reading	90 minutes
Language Arts	60 minutes
Mathematics	60 minutes
Social Studies	30 minutes
Science	30 minutes
Physical Education	15 minutes
Art	15 minutes
Music	15 minutes
Health	15 minutes

SUGGESTED DAILY SCHEDULE
GRADES 3-5

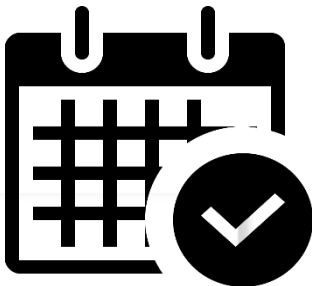
SUBJECT	RECOMMENDED TIME
Developmental Reading	60 minutes
Language Arts	60 minutes
Mathematics	60 minutes
Social Studies	40 minutes
Science	40 minutes
Physical Education	15 minutes
Art	15 minutes
Music	15 minutes
Health	15 minutes



APPENDIX

Recommended Daily Instructional Minutes

Actual schedules vary from school to school.
Virtual Instructional minutes will occur 50% synchronously and 50% asynchronously.
This works out to approximately 3 hours online and 3 hours of independent work.



SUGGESTED DAILY MINUTES
GRADES 6-8

SUGGESTED DAILY MINUTES GRADES 6-8	
SUBJECT	RECCOMENDED TIME
ENGLISH LANGUAGE ARTS	90 MINUTES
SCIENCE	45 MINUTES
MATHEMATICS	90 MINUTES
SOCIAL STUDIES	45 MINUTES
PHYSICAL EDUCATION	30 MINUTES
HEATH	15 MINUTES
RELATED ARTS	45 minutes

SUGGESTED DAILY MINUTES
GRADES 9-12

SUGGESTED DAILY MINUTES GRADES 9-12	
SUBJECT	RECOMMENDED TIME
ENGLISH LANGUAGE ARTS	45 MINUTES
SCIENCE	45 MINUTES
MATHEMATICS	45 MINUTES
SOCIAL STUDIES	45 MINUTES
ELECTIVE COURSE	45 MINUTES
GRAUATION REQUIRMENTS (HEALTH, PHYCIAL EDUCATION, CPR, PERSONAL FINANCE)	15 MINUTES
ELECTIVE COURSE	45 minutes



APPENDIX

Frequently Asked Questions



How will my child's attendance and participation in distance learning be tracked?

For attendance purposes, the expectation is that all students will be participating in class every day. Attendance can be considered via various forms of participation to count a student as present.

This may include but not be limited to:

- ✓ Participating in a live class virtual discussion
- ✓ Submitting written assignment
- ✓ Posting or commenting on a discussion board
- ✓ Logging time in a District-sponsored individual practice (e.g., IXL, Achieve 3000 or any other trackable, online resource).



How will ELL, SPED, 504, and other related services/supports be provided during this time?

The Special Education Department is collaborating with our general education colleagues to provide support to students through both option 1 and option 2 of the District's Continuous Learning Plan.

For more assistance, additional resources and information can be found at [SPED Information & Resources](#) and [ELL Information & Resources](#).



I still have more questions, where can I go to get answers to my distance learning questions?

- ✓ For technology-related issues on District devices, contact the Technology Help Desk at (314)345-5757 or email TechSupport@slps.org.
- ✓ We welcome your questions and feedback because we are committed to getting this right. Please reach out with questions or feedback on our website at www.slps.org and click on "Let's Talk."
- ✓ Students needing help with schoolwork, should contact the school and/or teacher directly.
- ✓ Please be sure to visit www.slps.org/keeponlearning for updates as they happen.
- ✓ Our commitment to all students spans virtual learning as well as non-virtual. Families will be notified via RoboCalls of any updated information as it arises as well as through all of our virtual spaces. Please do not worry if your child does not have access to technology; we will keep in contact with them via the telephone and communicate systems for work pickup and submission via your child's teacher. When in doubt, please reach out. We will do whatever we can to ensure your child's learning experience is as seamless as possible.