

Inspire School of Arts and Sciences

Distance Learning Guidelines and Effective Practices



Priorities:

- *Engagement and meaningful connection with peers and teachers is a vital part of student academic success.*
- *Students need clear and consistent expectations to enhance learning.*
- *In order to make learning accessible for students, we set high expectations, while eliminating barriers.*
- *We use schoolwide formative assessment practices to understand what our students know, and adjust our teaching accordingly.*

* **Bold font indicates non-negotiable, schoolwide practices**

Consistent Structure		
<ul style="list-style-type: none"> ● All distance learning will be delivered via the Schoology platform ● Assignments, meetings, and activities for each course will be organized in clearly marked folders labeled with the dates: For example - “Week of May 4 - May 11” <ul style="list-style-type: none"> ○ Materials in Schoology should be sufficient for students to know what to do and to be able to do it ● Teachers will need to provide AT LEAST 4 hours of classwork per day 		
Daily Schedule		
8:30 - 9:00 a.m.	Check-in	<ul style="list-style-type: none"> ● Students are expected to meet virtually with the class at 8:30 for check in, take attendance, deal with school matters, receive information, read the Perch
9:00 a.m. - noon	Direct Instruction	<p>Students are expected to be engaged with the teacher and class for the entire class period, via:</p> <ul style="list-style-type: none"> ○ A minimum of 30 minutes to maximum of 3 hours of live, online meetings ○ Discussion boards ○ Video lectures ○ Shared documents, presentations, and other online workspaces ○ Brain breaks ○ Etc.
Noon - 1:00 p.m.	Lunch	Time to eat and take a break

Inspire School of Arts and Sciences
Distance Learning Guidelines and
Effective Practices



		Opportunities for club activities (<i>scheduled on Google "Zoom calendar"</i>)
1:00 - 1:30 p.m. FRIDAYS ONLY	Advisory	Students meet virtually in Advisory <ul style="list-style-type: none"> • 3 Fridays are Family Days • 1 Friday is "Fostering Civil Discourse"
1:00 - 3:00 p.m.	Extended Learning	<ul style="list-style-type: none"> • Students work independently on extended learning assignments and projects (no new instruction) <ul style="list-style-type: none"> ◦ Students in Majors can work on projects at this time • Teachers might schedule individual or small-group support, intervention, and assessment
3:00 - 5:00 p.m.	Extra-curricular	Opportunities for AP test prep, club meetings, auditions and rehearsals, events, etc. (<i>Scheduled on Google "Zoom Calendar"</i>)

Focused Learning Objectives

- Teachers will need to identify focused learning objectives, reducing student workload during distance learning
- Teachers clearly communicate learning objectives to students in Schoology

Communication

- All major assignments and due dates will be posted on the class Schoology calendar (*anything that significantly affects the grade*)
- Aeries gradebook will be updated at least once weekly
 - Recommended more frequently
- Attendance will be taken daily at 8:30 a.m.
- Progress reports will be sent out via Aeries two weeks into each class period
- Teachers must email or call students who have been absent or disengaged without notice to check in and offer support
 - Recommended daily
- The Community Liaison Team will reach out to families of students who have

Inspire School of Arts and Sciences

Distance Learning Guidelines and Effective Practices



- been absent or disengaged from class for three days or more
- Teachers are encouraged to call or email families with positive messages, as well
- Teachers are encouraged to use the MTSS reporting form to ensure at-risk students are connected with resources and support
- Teacher will use feedback consistently to communicate progress to students

Prioritizing Engagement and Connection

- **Teachers will provide daily, consistent opportunities for students to engage with the teacher and fellow students. Possible tools and strategies include:**
 - JamBoard
 - Pear Deck
 - Group-building activities
 - Discussion Boards
 - Flipgrid

Assessment

- Teachers continue to utilize formative assessment strategies consistently; AfL meetings will focus on tools and strategies for implementing formative assessment online
- Summative assessments must be delivered with the fewest possible barriers; **students who cannot take the assessment synchronously must be allowed the opportunity to make up the assessment**

Grading

- During distance learning, Inspire will return to an A-F grading scale, with the following considerations:
 - The purpose of grading is to clearly, consistently, and accurately communicate student progress toward the learning goals
 - **Teachers will update Aeries once per week** (recommended daily)
 - **Teachers will implement frequent check-ins for longer, project-based assignments to eliminate the “surprise F”**
 - **Progress reports will be sent via Aeries two weeks into every class;** this is in addition to regular parent/student check-in

Attendance

- Teachers will take attendance at 8:30 each day

**Inspire School of Arts and Sciences
Distance Learning Guidelines and
Effective Practices**



- Students who show up between 8:30 and 9:00 a.m. will be marked tardy
- Students who show up after 9:00 a.m. will be marked absent
- Teachers are recommended to use the MTSS form to note students who are disengaged
- If a student leaves class, email Lee to note the details in attendance