

## GMS Distance Learning: Guidelines and Expectations, April 6th and Beyond

★ Focus Areas:

- First few weeks: Establish Communication and Maintain/Review Skills
- April 6th and beyond: Communication, Maintain/Review Skills, Exposure to Grade Level Performance Indicators

### #1: Daily Expectations / Communication

How:	Examples:	Focus on:
Teachers can do this by posting to your Google Classroom, email, and/or record and email a link, Schoology ** This may be done daily or in a manner that ensures daily expectations are understood.	Google classroom post, email, calls home if not connecting, Google Meet,	Classroom community, interaction, routine, engagement, connecting with <b>every</b> student.

### #2: Maintaining Skills Taught and Exposure to Grade Level Performance Indicators

What:	How:
Engagement	Teachers check in with team on workload Teachers provide student opportunities to Interact with peers Teachers provide student opportunities to Interact with teacher
Clear Expectations	Teachers set weekly expectations as well as reasonable due dates that allow students flexibility. Assignment expectations / daily delivery of new assignments should be done by 9am every day. This can be set up by utilizing the scheduler on Google Classroom.

Flexible Delivery	Teachers provide asynchronous virtual lessons, digital resources, emailed recorded lessons (ex. Screencastify, Youtube) <b>**Note:</b> Attendance for synchronous lessons is not mandatory. Any lessons done synchronously must be recorded and presented so students can access later. Students should not be recorded and shared unless parent permission has been given.
Home Office Hours	Teachers provide a designated time, at least weekly, that students & families can connect with you “live” electronically, or for returning voice messages. This should be a time to support students and not necessarily a time to teach synchronous lessons.
Content	Teachers focus on teaching material aligned to our standards. They may use both core materials and free resources as you see fit. Teachers provide short mini lessons, and focus on providing learning opportunities that will expose and allow for review, and to practice reading, writing, math, science, social studies and allied arts grade level performance indicators.
Academic Time, Grades 6-8	Students are working on learning opportunities provided by the teachers for approximately 30 minutes per class, for a total of 2.5-3.5 hours per day (maximum). This <b>would include</b> students listening to teachers instruction/mini lessons and follow up student work.
Student Work Evidence	Pictures, Google Classroom, Screencastify, Flipgrid or other means
Feedback	Teachers provide feedback often
Grading	Continue with JumpRope (minimum of one Performance Indicator per Graduation Standard)  While under the COVID-19 Distance Learning Plan, all non-completed class work will be marked as Missing Work “M”. Therefore, the missing work will not impact the student’s score. This applies to all non-completed assignments in Quarter 3 and as long as we are out in Quarter 4.

	<p>If, at some point, the teacher decides they no longer need to see that work since they have had other opportunities for the student to show them s/he has achieved the learning expected on the original task, then the “M” will be removed and left blank in Jumprope.</p> <p>Upon returning from distance learning, the scores of “M” will help determine students that may be in need of additional remediation and support.</p> <p>Students will not receive Skills for Life scores that reflect their Responsibility or Behavior while at home under the COVID-19 Distance Learning Plan.</p> <p>Additionally, there will be no Quarter 3 or Quarter 4 Honor Roll.</p>
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[Distance Learning Resources 2020 Covid-19](#)