






The IPS Remote Learning Plan

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Provide IPS families with an overview of our Remote Learning Plan and an update on planning for SY 20-21:

-  Review of the vision/non negotiables
-  Full Virtual: Key Components
-  Logistics and Next Steps

Vision for school year start in light of COVID-19

1

IPS needs to maximize in-person time for the purpose of prioritizing high-quality instruction to our students ...

2

While prioritizing the safety of our students and staff ...

3

And operating in alignment with city planning and expectations for reopening the economy.

When IPS returns to school, the following “non-negotiables” will need to be in place

- ❑ **A full-time e-learning option must be available to all students who must opt-out of in-person school:** IPS must ensure that students and families for whom school is unsafe must have a full-time e-learning option. This is also crucial for protection against enrollment loss to virtual schools and/or home schooling.
- ❑ **E-learning must be quickly implementable for 100% of students if rolling closures occur:** Even if IPS is able to return to in-person learning, until a vaccine is widely available, IPS must be ready to transition fluidly between remote and in-person learning options.
- ❑ **Extended time options must be available for our neediest students:** Our low-income students of color are most likely to be adversely affected by extended closures. IPS must organize to provide our neediest students with additional tutoring, supports and time to learn grade-level content.
- ❑ **Social emotional learning will be prioritized but will need to evolve:** Classic relationship-building activities, such as advisory groups or home visits, will need to change, but IPS’ commitment to supporting students’ emotional needs will not.

- Start the school year 20-21 executing a **full time remote learning model for all students**
 - School year will begin on 8/17
 - 2 week student delay is made up by:
 - Making Fall Break a virtual school week
 - Making the first week of Spring Break a virtual school week
 - IPS Learning Hubs to support our most vulnerable
 - Plan for phasing back to in-person

- **The team has been modeling this scenario throughout the Spring/Summer.**
- **Goals:**
 - Promote the physical safety of IPS students
 - Meet the academic needs of IPS students
 - Promote the physical safety of IPS staff
 - Prioritize the needs of our most vulnerable students/families

- Instruction will be delivered daily by a student's homeroom teacher OR content area teacher using Microsoft Teams.
 - *Please note that Innovation Schools may use a platform other than Microsoft Teams for their live student instruction. Schools will reach out directly to families with more information.*
- Student Attendance will be taken daily or every period (MS/HS) by the student's teacher. Teacher(s) will verify student attendance by the student's presence on Microsoft Teams daily.
- Students and teachers will follow a set schedule daily following the required instructional minutes. Schedules will be created/determined by the school leader.
- Students will have the opportunity to receive their school's curriculum, access assignments, and complete assessments through our Single Sign On Clever. Here, students will access Microsoft Teams and Schoology.
- Teachers will record lessons in Teams so that lessons are available to students to view in the event they are absent or need additional intervention.
- Necessary therapeutic services required by a student's Individual Education Plan (IEP) or Individual Learning Plan (ILP) to be provided remotely from appropriate service providers such as Speech-Language Pathologists (SLPs).

Spring 2020 Home Learning	Universal Remote Learning Fall 2020 ↑
Limited length of time	Designed to meet or exceed the instructional minutes set by the IDOE
Hold harmless grades	Will follow IPS standard grading guidelines
Limited teacher interaction	Required teacher interaction via video and live chats
Limited requirements on parental involvement	Required expectations of parental involvement
Flex Schedule	Weekly schedules with expected daily attendance

- IPS has made an initial investment of resources to purchase iPads/Chromebooks to ensure all students have a device. The district has also invested in MiFi mobile hotspot devices as a short-term solution to address internet access for students.
- Student 1:1 devices and learning materials have been/ will be distributed at a student's school. At this time, students in grades K-12th will receive their 1:1 devices.
 - K-2 iPads
 - 3-12 Chromebooks
- PK students will receive their necessary learning materials, but their device will be provided at a later date as we want to make sure teachers are contacting families to explain the home learning routines as we finalize the logistics for Pre-K iPads.



Requirements for Instructional Minutes

	IDOE Requirement	IPS Minimum Required (Synchronous, live instruction)	IPS Minimum Required (Asynchronous, independent student work and small group)
Pre-K and Kinder	N/A	ELA- 15 mins (Daily) Math- 15 mins (Daily) SEL- 15 mins (Daily) Specials- 15 mins (at least 1 per week) SPED/504/ELL: Daily opportunities for service minutes.	ELA- 20 mins (Daily) Math- 20 mins (Daily) Lunch- 20 mins (Daily) Recess- 20 mins (Daily) Specials- 10 mins (at least 1 per week) SPED/504/ELL: Daily opportunities for service minutes.
1st through 6th grade	5 hours	ELA- 20 mins (Daily) Math- 20 mins (Daily) SEL- 20 mins (Daily) Writing/Reading Intervention- 20 mins (Daily) Social Studies- 20 mins (rat least 1 per week) Science- 20 mins (at least 1 per week) Special (PE/Arts)- 20 mins (at least 1 per week) SPED/504/ELL: Daily opportunities for service minutes	ELA- 45 mins (Daily) Math- 45 mins (Daily) Lunch- 20 mins (Daily) Recess- 20 mins (Daily) Social Studies- 30 mins (rat least 1 per week) Science- 30 mins (at least 1 per week) Special (PE/Arts)- 30 mins (at least 1 per week) SPED/504/ELL: Daily opportunities for service minutes

	IDOE Requirement	IPS Minimum Required (Synchronous, live instruction)	IPS Minimum Required (Asynchronous, independent student work and small group)
7 th -12 th grade	6 hours	SEL/Advisory- live synchronous, minimum 10 mins (Daily) Lunch- minimum 20 mins (Daily) 3 to 4 Periods/Blocks- minimum 80 mins (Daily) Recommendation for using the block is below:	
5-10 min (Synchronous)	Intro: Take attendance, quick circle-style check-in		
20-25 minutes (Synchronous)	Lesson: Whole-group live instruction about today's concept; aim for student participation, checks for understanding, questions on Teams Set up for independent task		
50-60 minutes (Asynchronous)	Independent task/Small group pullouts Students work independently on a practice task (reading and written response, problem series, etc). Teachers could also use breakout rooms to allow students to work together in small groups While students work on their own, teachers pull small groups of 3-4 students for concept review, extra practice, answering questions. Teachers could work with 3 or 4 small groups of students while the class is working independently.		
Up to 10 minutes (either synchronous or asynchronous)	Regroup/reflect: Depending on the task, teachers may choose to have the class come back together for full group discussion at the end of the independent work time		



Sample Student Schedules

Sample Pre-K/ Kindergarten Schedule

9:00am-9:15am	SEL Morning Meeting Student logs into Clever and joins Microsoft Teams for a class morning meeting.
9:20am-9:40am	Math mini-lesson with teacher (live via Microsoft Teams)
9:40am-10:10am	Independent Math work At least two times per week during this time, students are pulled into a small group with teacher on Microsoft Teams. Special services (for SPED/504/ELL eligible students) could be provided during this block
10:20am-10:40am	Reading/ELA mini-lesson with teacher (live via Microsoft Teams)
10:40am-11:10am	Independent Reading work At least two times per week during this time, students are pulled into a small group with teacher on Microsoft Teams. Special services (for SPED/504/ELL eligible students) could be provided during this block
11:10am-11:50am	Lunch/Recess
12:00pm-12:15pm	Special (PE/Arts) or other content area mini-lesson (live via Microsoft Teams)
12:20pm-12:35pm	Independent Specials (PE/Arts) work

Sample K-8 Student Schedule

9:00am-9:25am	SEL Morning Meeting Student logs into Clever and joins Microsoft Teams for a class morning meeting.
9:30am-10:00am	Reading/ELA mini-lesson with teacher (live via Microsoft Teams)
10:00am-11:00am	Independent Reading work At least two times per week during this time, students are pulled into a small group with teacher on Microsoft Teams. Special services (for SPED/504/ELL eligible students) could be provided during this block
11:00am-11:40am	Lunch/Recess
11:45am-12:15pm	Math mini-lesson with teacher (live via Microsoft Teams)
12:15pm-1:15pm	Independent Math work At least two times per week during this time, students are pulled into a small group with teacher on Microsoft Teams. Special services (for SPED/504/ELL eligible students) could be provided during this block
1:20pm-1:45pm	Writing/ Reading Intervention mini-lesson with teacher (live via Microsoft Teams)
1:50pm-2:15pm	Special (PE/Arts), Social Studies, or Science mini-lesson with teacher (live via Microsoft Teams)
2:15pm-2:45pm	Independent Specials (PE/Arts), Social Studies, or Science work



Full Time Remote Learning: Sample MS/HS Student Schedule

	Monday	Tuesday	Wednesday (Mostly an asynchronous intervention day. Students check-in at the beginning of period)		Thurs	Fri
9:00am-9:15am	Advisory (SEL)	Advisory (SEL)	Advisory (SEL) 9:00a-9:10a	9:00am-9:15am	Advisory (SEL)	Advisory (SEL)
9:20am-10:40am	Period 1	Period 5	Period 1 9:15a-9:55	9:20am-10:40am	Period 1	Period 5
10:45am- 12:15pm	Period 2	Period 6	Period 2 10:00-10:40	10:45am-12:15pm	Period 2	Period 6
12:15p-12:35p	Lunch	Lunch	Period 3 10:45-11:25	12:15p-12:35p	Lunch	Lunch
12:40p-2:00p	Period 3	Period 7	Period 4 11:30-12:10	12:40p-2:00p	Period 3	Period 7
2:05p-3:25p	Period 4	Period 8	Lunch 12:10-12:30	2:05p-3:25p	Period 4	Period 8
			Period 5 12:30-1:10			
			Period 6 1:15-1:55			
			Period 7 2:00-2:40			
			Period 8 2:45-3:25			



Curriculum, Instruction, and Assessment

Curriculum for P-6

Pre-K	<ul style="list-style-type: none"> • Indiana Early Learning Foundations • Second Step - SEL • Guidance will be coming out regarding supporting student that do not have devices yet.
K-6	<p>Students will follow the IPS approved curriculum at their home school.</p> <p>ELA- HMH</p> <p>Math- Eureka</p> <p>Science Curriculum- Teachers will incorporate Science standards into the ELA and Math curriculum. Teachers can also do model Science lessons using their school-based curriculum.</p> <p>Social Studies Curriculum- Teachers will incorporate Social Studies standards into the ELA. Teachers can also do model Social Studies lessons using their school-based curriculum.</p> <p>Specials (PE, Arts) - Teachers will use school based curriculum</p>

Middle School and HS Curriculum

Middle School

Students will follow the IPS approved curriculum at their home school.

ELA- HMH or Wit Wisdom

Math- Eureka or School-based curriculum

Science Curriculum- Teachers will incorporate Science standards into the ELA and Math curriculum. Teachers can also do model Science lessons using their school-based curriculum.

Social Studies Curriculum- Teachers will incorporate Social Studies standards into the ELA. Teachers can also do model Social Studies lessons using their school-based curriculum. Students in grades 7 and 8 have access to Discovery Education.

Specials (PE, Arts) - Teachers will use school based curriculum

High School

- Teachers will use the curriculum at their home school.
- Edmentum can be used to supplement the curriculum/ used for assignments, but it will not be the utilized for tier 1 instruction. Ask your administrator for more details.
- Edmentum will still be used for credit recovery.
- CTE courses will be administered virtually. More guidance to come later in the school year on if and when a practicum will be administered for CTE courses.
- AP and Honors courses will be administered virtually. Visit the College Board website for resources and details regarding teaching AP virtually.

- ❑ Delivering live whole-group instruction
- ❑ Supporting guided practice, discussion time, and intervention in whole/small group
- ❑ Differentiating instruction to meet students' needs
- ❑ Actively monitoring student progress of deliverables and grading student work
- ❑ Meeting with grade-level teams, student/family health & tech support, and engagement coordinators to find ways to enable and engage students who are missing classes or assignments
- ❑ Provide Social Emotional Learning Resources to Students

- ❑ Teachers will upload additional resources and assignments to support student learning virtually.
- ❑ Teachers will administer assessments virtually.
- ❑ Teachers will provide supplemental resources to support students for Covid-Learning Loss.
- ❑ Teachers will follow the IPS Grading Policy
- ❑ Teachers will take attendance daily (at Elementary level) and by period (at the MS/HS level). Student attendance is verified by seeing students on Microsoft Teams.
- ❑ Teachers will record lessons in Teams so that lessons are available to students to view in the event they are absent or need additional intervention while completing independent assignments.

- ❑ Teachers will upload additional resources and assignments to support student learning virtually.
- ❑ **Teachers will administer assessments virtually.**
- ❑ **Teachers will follow the IPS Grading Policy** (More info will be given on this policy by your administrator and during PD later this week).
- ❑ **Teachers will take attendance** daily (at Elementary level) and by period (at the MS/HS level). Student attendance is verified by seeing students on Microsoft Teams. (More information on attendance will be given this week).
- ❑ **Teachers will record lessons in Teams** so that lessons are available to students to view in the event they are absent or need additional intervention while completing independent assignments.



IPS Grading Policy

District has adopted a Racial Equity Policy- Our actions must align

Analysis of Grad rates, on track, and attendance data

We need consistency so we can intervene early and often

We need to make sure our systems enable students to have multiple opportunities to stay on track.

We need to ensure our grading policy reinforces student performance and not student compliance/behavior.

- ❑ For Schools that use letter grades, the following would be your grading scale:

GRADING SCALE	
A	90—100
B	80—89
C	70—79
D	60—69
F	50—59
Lowest F	50

- ❑ There is a 10-point spread for each grade, from 100 down to 50.
- ❑ The scale stops at 50. This is the equivalent of a 0. You can't get a lower grade.
- ❑ Several students fail courses for compliance reasons. Students miss work and teachers will assign zeros.
- ❑ If a student has accumulated zeros and if classwork/homework is equally weighted in the gradebook, a student's chance to pass a course or stay on track is extremely diminished.
- ❑ Implementing a no zero policy gives students opportunity to improve their grade and the grade can be more reflective of mastery vs. compliance.

CATEGORY	PERCENTAGE	FREQUENCY
Formative assessments: classwork, bell ringers, discussions, quizzes, labs, etc.	55%	Approximately 3 per week
Homework	10%	Approximately 2-3 times per week
Class Citizenships: Participation, preparation, SEL work, etc.	5%	Daily
Summative Assessments: Interim assessments, benchmarks, unit exams, performance tasks, essays, and summative projects	30%	Minimum 2 per quarter



How Can you Help Your Child with Remote Learning?

- ❑ Familiarize yourself with your child's schedule.
- ❑ Make sure your student is logging on to view live instruction with their teacher. If their teacher does not see them during the period (for middle and high school) and during the day for elementary, the student will not be able to receive Attendance.
- ❑ Have open communication with your child's teacher and principal
- ❑ Reach out to the school for any questions you may have. Your school can also provide information on Tech Support. There is a tech support hotline. We will make sure you receive information for tech support.
- ❑ Patience, flexibility, and support.

- **Teachers:**
 - Will have a choice of where to conduct virtual instruction (home v. school) with expectations clearly outlined and criteria for conditions necessary to teach from home
- **Food Service**
 - Locations:
 - Available at multiple schools across the district. The full list can be found on our district website at www.myips.org
 - All sites will serve satellite packaged meals
 - Service:
 - Mondays & Wednesdays (12-3)
 - Tuesdays & Thursdays (9-12)
 - Families would receive 2 days' worth of meals on M/T and 3 days' worth on W/Th.

IPS Learning Hubs:

- Students eligible for McKinney Vento services in the 2020-21 school year will engage in remote learning from their home school, but will be physically transported to an IPS Learning Hub.
- These hubs will provide a stable, safe environment where students can engage in remote learning in a structured space with support from certified and classified IPS staff members.

In-Person Related Services:

- Some related services difficult or impossible to facilitate in a virtual setting may be administered, on site, at an IPS Learning Hub or other IPS facility (i.e. evaluations, occupational therapies, physical therapies, etc.).
- Teachers of record or service providers will work with students on a case by case basis to determine **a)** when a service should be facilitated in person, **b)** if the parent/student is interested in taking advantage of the in-person option, **c)** the time and location of the in-person service, and **d)** the frequency by which the service should occur.

A Student Support Network:

- We are working to collaborate with community partners across the city to support our families that may have specific needs related to providing a supervised environment for their students.

Additional details about Student Support Strategies will be forthcoming.

Summary

- Begin with a virtual start to the school year and reassess conditions prior to the end of first quarter
- Should health conditions improve, we would work to begin phasing students back in (no earlier than October 2).

Phase 1

- IPS Full Remote Learning is the default for all students
- IPS establishes learning hubs to serve our most vulnerable
- Food service is available across the organization

Phase 2

- Initiated after 14 consecutive days of average of 5% (or lower) positivity rate
- Identify students who may return to in person learning (will have the ability to opt-into full remote)

Phase 3

- Metrics established upon the start of phase 2
- All students may return to in person (will have the ability to opt-into full remote)



*my*IPS

