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IUSD 20/21 Distance Learning Plan

This document provides **minimum guidelines** for distance teaching, learning, and assessment. Due to the ongoing evolution of circumstances surrounding school closures, this document may be revised as needed.

TK Distance Learning Plan

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments. Identified essential standards and common formative assessments will be used to guide and monitor learning.

Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom. Sites may supplement digital learning with hard copy packets. Administrators will be added to Google Classrooms.

Tiered Support

General Education, Special Education, Counselors, Intervention and EL instructional aides will work in collaboration to ensure access and accommodations for identified students.

Feedback, Assessment, & Grading

Teachers will provide weekly feedback to individual students.

Major learning will be assessed for reading/math

Quarter Progress Monitoring Report:

Students will be graded on selected standards in Math and ELA.

Schedule

Teachers will provide a combination of synchronous (live) and asynchronous (recorded) instruction for students on a **daily basis**. Students will be expected to be engaged in learning approximately **180 minutes per day**. Teachers will provide daily synchronous and asynchronous instruction. Teachers will also provide daily small group synchronous instruction for identified students.

Sample student schedule:

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TK Elementary Distance Learning Plan	
Approximate Time Per Day	Subject Area
15-30 Minutes 15-30 Minutes 15-30 Minutes 15-30 Minutes	ELA (including read alouds) Math Science (May be Integrated with ELA and Math) Social Studies (May be Integrated with ELA)
20 Minutes	PE
30+ Minutes Additional Options	Art/Sensory/Music/Gross & Fine Motor/Other Home Activities
<p>Student Expectations Students are expected to</p> <ul style="list-style-type: none"> ● attend synchronous class meetings as scheduled by teachers. ● participate in asynchronous learning opportunities ● be ready for learning when joining instruction. ● have age-appropriate behavior in synchronous lessons. ● complete assignments by the due date. ● connect with teachers for additional help and questions. ● Demonstrate mastery of content standards. ● designate an appropriate area to attend synchronous meetings and complete work. 	
<p>Attendance School is in session every day M-F. Teachers will take attendance daily. Teachers will contact students/parents if students are not participating in lessons and/or not completing work. Each week, teachers will identify and reach out to any students who do not respond and report for additional contact for admin/support team follow up.</p>	
<p>Teacher Expectations Teachers will clearly identify an office hour (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions. Teachers will follow up on students who are not engaged. Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F).</p>	

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Sample Teacher Workday:

8:15-9 am prep/office hours

9-12 teaching whole/small group (per class schedule)

1-3:20 office hours/grading, feedback, followup on Tier 1-3 students

Teachers will take attendance daily.

District Supported Technology

GAFE: Google Classroom, Meets...

Zoom (free version)

Math Shelf

Happy Numbers

Reading Eggs

Renaissance

Screencastify

Teacher Professional Development

GAFE: Google Classroom

Zoom

Training for effective virtual teaching strategies

Screencastify

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K-2 Elementary Distance Learning Plan

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments. Identified essential standards and common formative assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level or course.

Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom and GAFE. Sites may supplement digital learning with hard copy packets and workbooks.

Tiered Support

General Education, Special Education, Counselors, Intervention and ELD teachers will work in collaboration to ensure access and accommodations for identified students.

Teachers will provide small group synchronous instruction for students requiring intervention.

School sites will have an organized system of following up on all students who are not engaged in learning. Administrators and SPED personnel will be added to Google Classrooms.

Feedback, Assessment, & Grading

Teachers will provide weekly feedback to individual students on work submitted online for each subject. Major learning will be assessed for reading, writing and math.

A Universal screener will be given during the school year using STAR Reading, STAR Math and other online placement tests.

Quarter Report Card:

Students will be graded on selected standards in Math, Reading, Writing, Science/Social Studies and PE.

Students will be graded in Behaviors That Support Learning. For example, citizenship, regular communication and work completion.

Schedule

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis. Students will be expected to work on class assignments approximately 180-230 minutes per day. Teachers will provide daily synchronous and asynchronous instruction. Teachers will also provide daily small group synchronous instruction for identified students. Sample student schedule:

Approximate Time Per Day	Subject Area
30 minutes (daily)	ELA Lessons
20 minutes (daily)	Independent Reading
30 minutes (daily)	Writing Lessons
20 minutes (daily)	Phonics Lessons
30 minutes (daily)	Math Lessons
30 Minutes (daily)	Science/Social Studies Lessons

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20 minutes (daily)	Physical Education
Optional Activities	Optional activities may include: Music, Art, Social Emotional Health, Virtual Field Trips, digital citizenship
<p>Student Expectations School is in session every day M-F. Students are expected to</p> <ul style="list-style-type: none"> ● attend synchronous and asynchronous class meetings as scheduled by teachers. ● be ready for learning when joining synchronous instruction. ● set other distractions aside during synchronous instruction. ● use technology appropriately. ● behave appropriately. ● complete all assignments by the due date. ● connect with teachers during office hours for additional help and questions. ● designate an appropriate area to attend synchronous meetings and complete work. 	
<p>Attendance School is in session every day M-F. Teachers will take attendance daily. Teachers will contact students/parents if students are not participating in lessons and/or not completing work. Each week, teachers will identify and reach out to any students who do not respond and report for additional contact for admin/support team follow up.</p>	
<p>Teacher Expectations Teachers will clearly identify an office hour (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions. Teachers will follow up on students who are not engaged. Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F).</p> <p>Sample Teacher Workday: 8:15-9 am prep/office hours 9-12 teaching whole/small group (per class schedule) 1-3:20 office hours/grading, feedback, followup on Tier 1-3 students</p> <p>Teachers will take attendance daily.</p>	
<p>District Supported Technology GAFE: Google Classroom, Meets... Zoom (free version) Happy Numbers Reading Eggs Renaissance Screencastify ThinkCentral</p>	<p>Teacher Professional Development Google Classroom GAFE Zoom Screencastify</p>

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3-5 Elementary Distance Learning Plan

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments. Identified essential standards and common assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level or course. Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Google Classroom and GAPE. Sites may supplement digital learning with hard copy packets and workbooks.

Tiered Support

General Education, Special Education, Counselors, Intervention and ELD teachers will work in collaboration to ensure access and accommodations for identified students.

Teachers will provide small group synchronous instruction for students requiring intervention.

School sites will have an organized system of following up on all students who are not engaged in learning.

Administrators, counselors, SPED personnel, & EL instructional aides will be added to Google Classrooms.

Feedback, Assessment, & Grading

Teachers will provide weekly feedback to individual students on work submitted online for each subject.

Major learning will be assessed for reading, writing and math.

A Universal screener will be given during the school year in STAR Reading and STAR Math and other online placement tests.

Quarter Report Card:

Students will be graded on selected standards in Math, Reading, Writing, Science/Social Studies and PE.

Students will be graded in Behaviors That Support Learning. For example, citizenship, regular communication and work completion.

Schedule

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis. Students will be expected to work on class assignments approximately **240 minutes per day**. Teachers will provide daily synchronous and asynchronous instruction. Teachers will also provide daily small group synchronous instruction for identified students. Sample student schedule:

Approximate Time Per Day	Subject Area
30 minutes (daily)	ELA Lessons
30 minutes (daily)	Independent Reading
30 minutes (daily)	Writing Lessons
30 minutes (daily)	Science Lessons
30 minutes (daily)	Math lessons

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30 Minutes (daily))	Social Studies
30 minutes (daily)	Physical Education
30 minutes (daily)	6 Grade Music
Optional Activities 30 minutes (daily)	Optional activities may include: Art, SEL, STEAM, Virtual Field Trips
<p>Student Expectations School is in session every day M-F. Students are expected to</p> <ul style="list-style-type: none"> ● attend synchronous and asynchronous class meetings as scheduled by teachers. ● be ready for learning when joining synchronous instruction. ● set other distractions aside during synchronous instruction. ● use technology appropriately. ● behave appropriately. ● complete all assignments by the due date. ● connect with teachers during office hours for additional help and questions. ● designate an appropriate area to attend synchronous meetings and complete work. 	
<p>Attendance School is in session everyday M-F. Teachers will take attendance daily. Teachers will contact students/parents if students are not participating in lessons and/or not completing work. Each week, teachers will identify and reach out to any students who do not respond and report for additional contact for admin/support team follow up.</p>	
<p>Teacher Expectations Teachers will clearly identify an office hour (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions. Teachers will follow up on students who are not engaged. Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F).</p> <p>Sample Teacher Workday: 8:15-9 am prep/office hours 9-12 teaching whole/small group (per class schedule) 1-3:20 office hours/grading, feedback, followup on Tier 1-3 students</p> <p>Teachers will take attendance daily.</p>	
<p>District Supported Technology GAPE: Google Classroom, Meets... Zoom (free version) Student Portal Think Central</p>	<p>Teacher Professional Development Google Classroom GAPE Zoom Screencastify</p>

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Freckle Renaissance English in a Flash Happy Numbers Studies Weekly Screencastify Nearpod	
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Middle School Distance Learning Plan (6-8)

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments for each scheduled class on a student's schedule. Identified essential standard and common assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level/ course.

Teachers will communicate student learning expectations, provide resources, collect assignments, formatively assess and provide feedback through Google Classroom and GAPE.

Tiered Support

General Education, Special Education, counselors, Intervention and ELD teachers will work in collaboration to ensure access and accommodations for identified students.

Feedback, Assessment, & Grading

Teachers will provide weekly feedback to individual students on work submitted online for each course.

Assessments will be created for each course for grading and may include, but are not limited to Google Classroom, IABs or other platforms.

Semester Report Card:

All courses on a student's schedule will be graded.

Teachers will employ grading practices that are fair, flexible, and balanced, using a traditional grading scale.

Grades will be entered into Synergy gradebooks in a timely manner.

Departments will determine their late work policy and clearly communicate to all students and staff.

Schedule

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis.

It may be through Zoom whole group (synchronous), Zoom small group break-out sessions (synchronous), Zoom 1:1 session (synchronous), Screencast (asynchronous), Youtube (asynchronous), pre-recorded lessons (asynchronous), Renaissance (asynchronous), Study Sync (asynchronous), Think Central (asynchronous), Study Island (asynchronous), Freckle (asynchronous).

Note: Every Monday morning students are expected to check their Google Classrooms/Calendars for independent work and begin assignments and asynchronous videos.

Sample student schedule:

IUSD Distance Learning Plan

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Frank Wright Middle School Tuesday/Thursday (1-4 periods each meet 60 minutes a day)	Frank Wright Middle School Wednesday/Friday (5-7 periods each meet 60 minutes a day+advisory)
<p>Tuesday & Thursday: Prep Tech 8:00-8:30 AM (students & teachers will get logged in and ready for class) Period 1 8:30-9:30 AM Period 2 9:40-10:40 AM Period 3 10:50-11:50 AM Period 4 12:00-1:00 PM Lunch 1:00-2:00 PM</p> <p>Office Hours/Student Support: 2:00-3:20 PM Teachers will use this for office Hours, outreach, and intervention for students. Students not attending office hours are encouraged to use this time for completing coursework.</p>	<p>Wednesday & Friday: Prep Tech 8:00-8:30 AM (students & teachers will get logged in and ready for class) Period 5 8:30-9:30 AM Period 6 9:40-10:40 AM Period 7 10:50-11:50 AM Advisory 12:00-12:30 PM Lunch 12:30-1:30 PM</p> <p>Office Hours/Student Support: 1:30-3:20 PM Teachers will use this for office Hours, outreach, and intervention for students. Students not attending office hours are encouraged to use this time for completing coursework.</p>
<p>Student Expectations School is in session every day M-F. Students are expected to</p> <ul style="list-style-type: none"> ● attend all class synchronous meetings as scheduled by teachers. ● be dressed and ready for learning when joining synchronous instruction. ● set cell phones and other distractions aside during synchronous instruction. ● use technology appropriately. ● behave appropriately in synchronous lessons. ● complete all assignments by the due date. ● connect with teachers during office hours for additional help and questions. ● designate an appropriate area to attend synchronous meetings and complete work. 	
<p>Attendance School is in session everyday M-F. Teachers will take attendance daily. If a student cannot attend school a parent needs to contact the school as they would with any absence. Teachers will contact students/parents if students are not participating in synchronous lessons and/or not completing work. Each week, teachers will identify and reach out to any students who do not respond and report for additional</p>	

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<p>contact for admin/support team follow up.</p>	
<p>Teacher Expectations Teachers will clearly identify office hours (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions. During this time teachers will follow up on students who are not engaged. Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours. (M-F (M-F) Sample Teacher Workday: 8-9 am prep 9-12:00 teaching (10 min breaks) 1:00-2:00 Tiered Student Support 2:00-3:20 office hours/grading, feedback</p>	
<p>District Supported Technology GAPE: Google Classroom, Meets... Zoom (free version) Student Portal Nearpod Screencastify HMM Study Sync Think Central Study Island Freckle MyOn Studies Weekly</p>	<p>Teacher Professional Development Google Classroom Google Meets/ Hangouts/ Calendar Zoom Screencastify Nearpod Flipgrid Studies Weekly</p>

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Imperial High School Distance Learning Plan (9-12)

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments for each scheduled class on a student's schedule. Identified essential standards and formative assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level/ course.

Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through Canvas Learning Management System..

Tiered Support

General Education, Special Education, counselors, Intervention and ELD teachers will work in collaboration to ensure access and accommodations for identified students.

School sites will have an organized system of following up on all students who are not engaged in learning.

Feedback, Assessment, & Grading

Teachers will provide frequent daily/ weekly feedback to individual students on work submitted online for each course.

Assessments will be built for each course for grading and may include, but are not limited to Canvas or other platforms.

Report Card:

All courses on a student's schedule will be graded.

Teachers will employ grading practices that are fair, flexible, and balanced, using a traditional grading scale and with an understanding that classes count for a-g credits.

Grades will be entered into Synergy gradebooks in a timely manner.

Departments will determine their late work policy and clearly communicate it to all students and staff.

Schedule

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis..

Note: *While students will not be scheduled to "attend" class on Mondays, their classwork for the week will be posted by Monday morning and students should plan to begin new lessons or finish any unfinished lessons from the previous week on Monday.*

Sample student schedule:

Tuesday & Thursday:

Advisory 8:30-9:00 AM

Period 1 9:00-10:00 AM

Period 2 10:00-11:00 AM

Period 3 11:00-12:00 PM

Lunch 12:00-1:00 PM

Intervention/Enrichment: 1:00-3:25 PM Teachers will use this for office Hours, outreach, and intervention for students. Students not attending office hours are

Wednesday & Friday:

Advisory 8:30-9:00 AM

Period 4 9:00-10:00 AM

Period 5 10:00-11:00 AM

Period 6 11:00-12:00 PM

Lunch 12:00-1:00 PM

Intervention/Enrichment: 1:00-3:25 PM Teachers will use this for office Hours, outreach, and intervention for students. Students not attending office hours are

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encouraged to use this time for completing coursework.	encouraged to use this time for completing coursework.
<p>Student Expectations School is in session every day M-F. Students are expected to</p> <ul style="list-style-type: none"> ● attend all class synchronous meetings as scheduled by teachers. ● be dressed and ready for learning when joining synchronous instruction. ● set cell phones and other distractions aside during synchronous instruction. ● use technology appropriately. ● behave appropriately in synchronous lessons. ● complete all assignments by the due date. ● connect with teachers during office hours for additional help and questions. ● designate an appropriate area to attend synchronous meetings and complete work. 	
<p>Attendance School is in session everyday M-F. If a student cannot attend school a parent needs to contact the school as they would with any absence. Teachers will contact students/parents if students are not participating in synchronous lessons and/or not completing work. Each week, teachers will identify and reach out to any students who do not respond and report for additional contact for admin/support team follow up.</p>	
<p>Teacher Expectations Teachers will clearly identify at office hours (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions. During this time teachers will follow up on students who are not engaged. Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours. (M-F) Sample Teacher Workday: 8:00-8:30am prep 8:30-12:00 teaching (30 min breaks) 1:00-2:30 Tiered Student Support 2:30-3:25 office hours/grading, feedback</p>	
<p>District Supported Technology Canvas GAFE: Google Suite, Meets Zoom (free version) Student Portal Assessment proctoring? Nearpod Screencastify</p>	<p>Teacher Professional Development Canvas Google Meets/ Hangouts/ Calendar Zoom Screencastify Nearpod</p>

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Imperial High School Distance Learning Plan (9-12)

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments for each scheduled class on a student's schedule. Identified essential standards, and common assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level/ course.

Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback through the Canvas Learning Management Program.

Tiered Support

General Education, Special Education, counselors, Intervention and ELD teachers will work in collaboration to ensure access and accommodations for identified students.

Feedback, Assessment, & Grading

Teachers will provide weekly feedback to individual students on work submitted online for each course.

Assessments will be built into each course for grading and may include, but are not limited to Canvas, IABs or other platforms.

Report Card:

All courses on a student's schedule will be graded.

Teachers will employ grading practices that are fair, flexible and balanced using a traditional grading scale.

Students will be provided with a reasonable amount of time to make up work.

Schedule

TBD

Students will be expected to work on class assignments approximately 30-45 min/day/class.

Sample student schedule:

Each teacher's **required** assignments inclusive of class meetings and homework **should not exceed**:

Curricular Area	Total Time Students Spend Per Day	Office Hours
English	30-45min/day	60-120min/day
Math	30-45min/day	60-120min/day
Social Studies	30-45min/day	60-120min/day
Science	30-45min/day	60-120min/day
PE	30-45min/day	60-120min/day
Fine Arts	30-45min/day	60-120min/day
Electives	30-45min/day	60-120min/day

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Student Expectations

School is in session every day M-F.

Students are expected to

- attend all class synchronous meetings as scheduled by teachers.
- be dressed and ready for learning when joining synchronous instruction.
- set cell phones and other distractions aside during synchronous instruction.
- use technology appropriately.
- behave appropriately in synchronous lessons.
- complete all assignments by the due date.
- connect with teachers during office hours for additional help and questions.
- designate an appropriate area to attend synchronous meetings and complete work.

Attendance

School is in session everyday M-F.

Teachers will take attendance daily.

If a student cannot attend school a parent needs to contact the school as they would with any absence.

Teachers will contact students/parents if students are not participating in synchronous lessons and/or not completing work.

Each week, teachers will identify and report any students who do not respond to additional contact for admin/support team followup.

Teacher Expectations

Teachers will clearly identify office hours (60 minutes per day) to meet in real time with students via Zoom/Google Meet/Phone/Email/etc. to provide on the spot additional help and answer questions.

During this time teachers will follow up on students who are not engaged in learning.

Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours.

District Supported Technology

Canvas Learning Management
Zoom (free version)
Student Portal
Screencastify
Nearpod

Teacher Professional Development

Canvas Learning Management
Zoom
Screencastify