

Continuity of Education Plan

School District	Independence Charter School
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Goal of Plan

ICS' Continuity of Education (CEP) plan ensures that all students have the opportunity to maintain and develop skills during the prolonged school closure due to the COVID-19 pandemic. The CEP will be implemented using a combination of planned instruction and enrichment and review.

Overview of Plan

ICS' Continuity of Education plan provides a combination of enrichment and review and planned instruction. Teachers will create opportunities for asynchronous learning to ensure the opportunity to learn for all students in all situations and synchronous engagements to support the learning and socio-emotional well-being of students through real-time engagements. Teachers will provide schedules that spread assignments out over the course of a week, daily check ins via google forms, and will conduct office hours and advisory in real-time. Students will receive feedback, encouragement, and guidance for review and enrichment activities. Planned instruction will require progress monitoring and assessment of new learning. ICS Leadership Team is committed to monitoring and improving this plan and the student experience during the time of its implementation.

Expectations for Teaching and Learning

ICS teachers have adjusted their scope and sequence for distance learning. They have pared down their current scope and sequence to the most essential standards, providing clarity about what will be taught remotely over the next 8 weeks. These standards were selected based on the essential skills needed for next school year, as well as to account for the fact that students will not be able to master as many standards as would occur during a normal school year. They have also outlined student expectations.

Communication Tools and Strategies

During this prolonged closure ICS is utilizing a variety of mediums to connect with the school community, these measures include:

ICS Website -- General information regarding school updates, school contacts, and other resources (such as food distribution sites, mental health support, etc.) can be found by visiting ICS' website.

ICS Newsletter—emailed bi-weekly to the entire school community and archived to the ICS website, the newsletter provides relevant updates, resources, and highlights of what’s happening internally and externally.

Family Outreach

- Daily Check-Ins via email, phone, and text
- Teacher Office hours & community building
- Family Outreach Coordinator
- Spanish Heritage Speaker outreach
- K-3 mailings

Instructional Communication at the classroom level:

- Newsletter or weekly communication to families (and students) about the work for the week and schedule for office hours, advisory, etc.
- Suggested daily schedule for parents
- K-3: Mailed Packet Assignments are self-paced and students should complete within a given timeframe of a week
- Daily-student check-ins via google forms.

Access (Devices, Platforms, Handouts)

The following summarizes where students can access enrichment and review opportunities as well as where and how planned instruction will be delivered:

- K-1 students will access most of their content via their teacher’s google site
- 2-8 students will access most of their content via google classroom
- Pre-recorded Instructional videos will be provided by teachers
- Small group instruction via Zoom for students who need additional support 3x per week.
- Online assignments and practice aligned to new scope and sequence
- Daily-student check-ins via google forms.
- All K-3 students will receive packets to be mailed out regularly. They are self-paced and enable students with technology difficulties to access content. Packets will be mailed to 4-8 students as needed.
- Office Hours will be provided to.
 - Respond to students’ questions and provide feedback to students’ work.
 - Support individual or groups of students who need additional engagement: students who need additional support, students with IEPs, and English Learners
 - Guided Reading Groups
 - Parent/Family/ Student Contact
 - Contact of students, parents/families who haven’t visited the classroom/website/zoom calls
 - Respond to questions of students and families aligned to assigned activities and tasks.
 - Offer additional at home strategies that have been previously shared with students, parents/families

Online Educational Resources & Access

Zoom

We are using Zoom as our video conferencing platform. Default settings of meetings under the school's overall Zoom account will include the necessary settings to ensure the privacy of these online meetings.

The rest of ICS' digital educational services are available at home asynchronously.

Learning Management System (LMS)

The primary learning management system for grades 2 to 8 will be Google Classroom. For kindergarten and 1st grade, the primary LMS will be Google Sites with the use of Google Classroom for students and parents to deliver completed assignments.

Clever

All students at ICS have a Clever portal that provides access to a variety of online resources. For most of the online resources, Clever will automatically log your child into the online service. For a few, there is an extra step, such as keying in a password.

ALMA

Students in grades 5-8 should use Alma to check assignments and grades and to quickly message teachers when necessary. Parents in K-8 can use Alma to monitor attendance, access past report cards, ensure family contact information is up to date, and quickly message teachers.

- [Clever and Alma Login Instructions](#)
- **BrainPOP** is one of the most popular online services among students. Clever automatically logs students into BrainPOP:
 - BrainPOP Jr for grades K to 3
 - BrainPOP Español for grades K to 8
 - BrainPOP for grades 3 to 8
 - BrainPOP ELL for English language learners
- **Kids A-Z (or RazKids A-Z)** is a resource to work on reading comprehension in both English or Spanish. Students in grades K to 4 have access to Kids A-Z. Clever will take your child to the teacher's page. Upon clicking their name, your child will need to key in a password.
- **IXL**-- IXL Math is available to students in grades K to 8. IXL ELA and Science is available to students in grades 3 to 8. The Clever portal takes the student to the IXL sign-in page for Independence Charter School. Your child only needs to click on "Sign in with Google" to log into IXL. If prompted, your child needs to supply their school G Suite (email) account.
- **TumbleBook Library** is an online reading resource for students in grades K to 3. Clever automatically logs your child into a library of eBooks.

Laptop Distribution & Tech Support

- If you need to **borrow a laptop** please email Tr. Jenny at jennyh@icscharter.com.

- If you need **internet access** please visit [Comcast Essentials](#).
- If you have **other technology questions** email helpdesk@icscharter.com.
 - Help desk support will be available Monday through Friday, 9am to 5pm via phone and email.
 - “How To” guides for various topics are available in both English and Spanish.
 - Live helpdesk hours will be offered via Zoom and/or phone-- a schedule will be sent at the beginning of each.

Staff General Expectations

During the extended closure teachers and support staff are expected to adhere to the following:

- Proactive communication
- Generally available during work hours (Monday through Friday, 9am to 3pm)
- Check email 2 times per day
- Reply to emails/calls/texts within 24 hours
- Be available for virtual meetings
- Participate in weekly grade level meetings
- Participate in professional development opportunities
- Maintain logs and records of teaching activities
- Complete all academic program responsibilities

Student Expectations

Grades K-1:

- Complete self-paced mailed packet assignments within given timeframe
- View instructional videos teaching new content.
- Participate in small group instruction via Zoom, as needed
- Complete online assignments (iXL, RazKids, Education Galaxy, iStation, etc.)
- Submit assignments via photos or scans from devices
- Complete daily check-in

Grades 2-3:

- Complete and submit online assignments via Google Classroom
- Complete self-paced mailed packet assignments within given timeframe
- View a minimum of 2 instructional videos of new content.
- Participate in small group instruction via Zoom, as needed or suggested by teacher
- Complete online assignments (iXL, RazKids, Education Galaxy, iStation, etc.)
- Complete daily check-in

Grades 4-8:

- Complete and submit online assignments via Google Classroom
- Complete at least 2 graded assignments per week
- View instructional videos of new content.

- Complete online assignments (IXL, RazKids, iStation, Duolingo, etc.)
- Participate in teacher's Zoom chat/office hours

Attendance / Accountability

Outline the expectations for distance education attendance. Is this synchronous attendance, or asynchronous participation? What demonstrates meaningful participation? • Outline the procedures and practices that will be in place for accountability. This can be universal or course/grade specific, but should be consistent for all students in that particular course or grade. State what accountability practices will be in place for grading and credit earning, if any

ICS expects that all students will participate in distance learning and complete and submit assignments as outlined by their teacher. This does not mean that students will need to log on at a specific time of day to listen to a teacher's lesson. Rather, students will be required to do the work assigned by the teacher during times that work best for families. Guidelines for grading are forthcoming.

In addition, teachers will host daily advisory check-ins, participation will be captured through a check-in form and notice of all check-ins will be made available to students and their families via each advisory's Google Classroom.

Revised Grading Policy

1. A minimum of 2 assignments per week (per content area) must be posted in Google Classroom.
2. Under no circumstance can an assignment be marked late.
3. Work completed from Monday, March 16th - Friday, April 7th:
 - a. Turned in → 100%
 - b. Not turned in → N/A
 - c. Teachers are encouraged to communicate to students that this work can still be completed for full credit (100%) and will not be marked late.
4. Work completed from Monday, April 20th - End of Year (date TBD)
 - a. Completed assignments can be graded for accuracy.
 - b. Not turned in → 0%
 - c. If a student goes back and completes a missing assignment the assignment should be graded for accuracy and not marked late (no matter how late it is).
5. Summative assessments can include any of the following: quizzes, tests, major writing assignments or Projects (Projects are no longer required and are optional per subject and grade area).
 - a. For example, → 6th-8th Spanish decide to do 85% Classwork, 15% Assessments. For 6th and 7th that could just be quizzes and tests in the assessment category and for 8th that could include 1 project in the assessment category in addition to quizzes or tests.
6. LINC -- pass/fail grading system
7. If a student is asking for extra credit opportunities at the end of the year, they should be encouraged to go back and complete missing assignments.

This revised grading policy may be revised based on guidance from the State and/or District.

Good Faith Efforts for Access and Equity for All Students

To ensure access and equity for all students ICS has distributed more than 300 laptops to students so that academic content can be accessed at home, the website is frequently updated with resources (food, financial assistance, etc.) for families available across the city of Philadelphia and beyond.

In addition to weekly teacher and school counselor outreach, ICS has also established a protocol to communicate student and family needs to the appropriate team member. ICS' Dean of Students is currently serving as the Family Outreach Coordinator to ensure that all families are continue to be engaged during the closure.

Special Education Supports

ICS is committed to providing special education services and 504 plans during the extended closure through the following activities. *Special Education Teachers & 504 Case Managers will:*

- Provide accommodations or modifications to instructional materials according to each student's IEP/504 plan
- Provide flexible learning plans and make them available to the appropriate teachers
- Provide educational opportunities or resources as deemed appropriate according to each student's flexible learning plan
- Host weekly office hours via Zoom or phone
- Attempt to make daily contact with families/students
- Speech/language, OT, and PT services will be provided via Teletherapy
- Other related service providers will provide services via phone or Zoom
- Document and maintain a log of all contacts, accommodations, and/or modifications

School Counselors will support by:

- Provide ongoing curriculum, information, and emotional support to students and families as appropriate
- Meet with students according to guidelines in IEPs and 504 plans via Zoom or phone
- Hold weekly check-ins via Zoom or phone for students with 504 plans to assist with any needed accommodations

If you have a question or concern regarding your child's IEP or 504 plan, please contact Jody Freed, Supervisor of Specialized Services via email at jodyf@icscharter.com.

English Language Development Supports

During the extended closure, students will continue to receive English language learner supports. All teacher assignments will be reviewed by the ELL department, students requiring support to complete assignments should expect outreach from ICS' ELL teachers via email or phone, where appropriate.

If you have a question or concern regarding your child's ELD plan, please contact Tiia Reinvald, ESL Coordinator via email at tiiar@icscharter.com.

Gifted Education
N/A

Building/Grade Level Contacts		
Topic	Contact	Email
General Information	Tr. Natalie	natalien@icscharter.com
Instruction	Pr. Kristen	kristenl@icscharter.com
Special Education	Tr. Jody	jodyf@icscharter.com
Facilities	Tr. Ramzy	ramzya@icscharter.com
English Language Development	Tr. Tiia	tiiar@icscharter.com
Counseling Support	Counselor Miriam	miriamc@icscharter.com
	Counselor Anne	anneh@icscharter.com
Technology Support		helpdesk@icscharter.com
Other	CEO Tanya	tanyarm@icscharter.com

Resource Links
Please see the resources listed in the section titled "Access (Devices, Platforms, Handouts)" above.