



Remote Learning Family Guidebook

2020-2021 ACADEMIC SCHOOL YEAR

PURPOSE:

Due to the national emergency and state mandate surrounding the continuing COVID-19 pandemic, the Indian Community School will offer a remote learning option for the duration of the 2020-2021 school year. Families will be given the opportunity to change their learning selection of remote or in-person each quarter.

REMOTE LEARNING LESSONS AND ACTIVITIES:

Remote learning does not mean students are only online. Lessons and activities should be a balance of online and offline opportunities and include: reading, writing, watching, creating, listening, reflecting, problem solving, engaging with peers via discussion boards and docs, completing assignments or learning tasks, etc. Just like student experience in face-to-face learning at school, the lessons, activities, and assessments will be connected to grade level Learning Targets. The ICS Learning Targets are statements that clearly state what students are expected to know and do by the end of each grade level.

Terms and Definitions

Synchronous: Teaching and learning that takes place during a live meeting.

Independent Practice: Skills practice that is completed by the students outside of live meetings.

Engagement: Active participation in discussions, answering questions, attending live meetings, and completing independent practice, projects, and assessments.

HOW TO ACCESS LESSONS AND ACTIVITIES:

Each remote learning teacher will post daily lesson plans online for remote instruction and learning that includes the activities and resources that students will access each day. The lessons will be posted online through Schoology, which is accessed through the Student Landing Page. The Student Landing Page is also how students use their devices at school. When a student turns on his/her Chromebook or iPad, the Student Landing Page is the first image seen. From there, students will be able to log into Schoology to view and navigate through their lessons and activities for the day. For students using a personal device, the Student Landing Page is accessible on the instructional technology page of the ics-edu website.

Students are expected to log into Schoology to access their daily schedule by 7:45am every morning.

Students in grades K-8 will be using Schoology to access resources and lessons, and submit assignments. Students and families will access daily Meet schedules and codes in the grade level Homeroom Course.

Google Meets

Synchronous, or live, Google Meet sessions are **mandatory**. Students are expected to log in to **all** scheduled Meets daily. We will be expecting students to have their cameras on during their Google Meets. This supports continued improvement in engagement, connection to peers and the teacher, and participation. Please do not have students doing chores, eating, or going to the bathroom during the meet, especially the instruction time. Just like with in-person learning, students need to be present during instruction unless there is an emergency.

INSTRUCTIONAL TIME:

The following expectations have been developed as a guide for teachers on students for the delivery of remote learning lessons:

K5-5 Synchronous	6-8 Synchronous	K5-8 Independent Practice
MATH 45 min daily live lesson	MATH 45 min daily live lesson	MATH 15 min practice
LITERACY 45 min daily live lesson	LITERACY 45 min daily live lesson	LITERACY 15 min practice
SCIENCE 30 min - 2x week	SCIENCE 45 min daily live lesson	SCIENCE 15 min practice
SOCIAL STUDIES 30 min - 2x week	SOCIAL STUDIES 45 min daily live lesson	SOCIAL STUDIES 15 min practice
NATIVE LANGUAGE 30 min daily live lesson	NATIVE LANGUAGE 30 min daily live lesson	NATIVE LANGUAGE 15 min practice
~ 180 min	~ 210 min	~ 75 minutes

Suggested time for student engagement on remote learning activities are as follows:

- Grades K5-8: approximately 4-5 hours of learning each day (excluding specials).

These times reflect a total of all learning activities, including instruction, independent practice, application, and assessment.

Instructional Expectations

- Be on time for all synchronous lessons.
- Follow each teacher's virtual classroom rules and procedures.
- Engage in active learning and participate meaningfully in all class activities (i.e. discussion, debate, writing, problem-solving, etc.) rather than remain passive listeners.
- Complete all assignments by the due date.
- Give best effort on classwork and homework.
- Do classwork and homework independently. If students struggle with their classwork or homework, they should prepare questions for their teachers for further discussion.
- Follow all expectations put forth by the 2020-2021 Parent-Student Handbook.

WEEKLY SCHEDULE

Students will follow a consistent schedule on Monday, Tuesday, Thursday, and Friday. Wednesdays will be used to provide students additional time to receive academic support with new concepts and work completion. Students can also access music, art, and physical education resources during this time. This schedule will also provide teachers with dedicated time where they can reach out to students and families, or schedule individual assessments. The Wednesday schedule will be reviewed and adapted to the needs of students throughout the school year.

- Native Language will have required attendance for all grade levels.
- Intervention will have required attendance for all grade levels.
- Elementary remote teachers will have open office hours twice during the day. Once before lunch, and once after lunch.
- Middle School remote teachers will have open office hours by grade level in the morning, and open hours in the afternoon.
- Some students will have required attendance at the office hours, based on assignment completion or teacher request.

TEACHER WORK HOURS:

Teachers will be available during the regular established school hours from 8:00 am to 4:00 pm on Monday-Friday. Please communicate with your child's teachers during these hours via email, phone calls, Google Docs -- or any combination of these methods. Contact information is included on the last page.

Please be sure to leave a detailed voice message when you call, including your name, your child's name, and a phone number where you can be reached. ICS staff are able to receive voicemail through their email and will receive your message.

Teachers will be monitoring student progress on a regular basis to provide support as necessary. We understand these established hours may not work for all students and families. Teachers will try to respond to all parent, family, and student emails within 24 hours on Monday-Friday.

CHECK-IN AND ATTENDANCE:

Daily attendance will be recorded in PowerSchool. In addition, teachers will also take daily attendance for each live Google Meet for each class in Schoology. Teachers will also be checking each day for student engagement in daily lessons. Teachers will keep track of student engagement through online discussion boards, email, completing assessments, submitting assignments, etc. If a student is not attending his/her required live Meets or completing and submitting work, the teacher, as well as support staff from ICS, will be contacting the student and/or family to check in. Families should be sure that ICS has the most up-to-date contact information.

GRADING AND FEEDBACK:

Assignments and assessments will be graded during remote learning. Students are required to complete assignments and assessments, and teachers will be giving students feedback to ensure they are demonstrating understanding of the grade level Learning Targets. Assignments for grades K5-8 will be documented in PowerSchool as “Collected”, “Incomplete”, or “Missing” for all courses. **Assessments for grades K5-8 will be documented in PowerSchool using the ICS Learning Targets, and will be scored using the ICS Grading Rubric.** The purpose of maintaining records in PowerSchool is to provide students and families the ability to track progress on assignments and assessments.

Due dates will be flexible as students complete work at a reasonable and flexible pace. Teachers will continuously update PowerSchool to reflect the most accurate and recent status of student progress as students complete and submit their work. Teachers will offer students feedback in the form of commenting on documents, responding to and creating email communications, providing feedback in Schoology, and personally connecting with families via phone. If a student has not demonstrated proficiency of a Learning Target, feedback will be provided along with an opportunity and expectation that the student resubmits his/her work.

ASSESSMENTS:

At ICS, a balanced approach to assessment, for both remote and in person learners, helps monitor student growth, improve instructional practices, and make informed decisions about curriculum and programs. Our assessment system includes formative and summative classroom assessments and standardized assessments. Standardized assessments are given three times a year to determine their instructional level and to measure academic growth. These assessments provide immediate and accurate information about students' learning so teachers can better plan instruction, additional support, and intervention accordingly. Students will complete formative and summative assessments through exit tickets, written reflections, google forms, etc. Students will be expected to complete formative and summative assessments by the scheduled date. Students who are missing assessments will be scheduled for additional synchronous time on Wednesdays to complete the assessments. Formative and summative assessments that are still missing after extra time and communication with the student and family, will be marked as a zero in PowerSchool. If at any time your child has a question, please reach out to his/her teacher for assistance and support.

SUPPORTING ALL STUDENTS:

It is important to ensure all students are following along with their studies and are connected to the community. Instructional support, social workers, and student support staff will be working with classroom teachers to ensure that all students are successful with remote learning. Students who receive additional intervention support or require accommodations for technology will have their instructional needs met to the best of our ability during remote learning. If you have any barriers to accessing online resources, technology, or WiFi, please reach out to Mr. Dropik at (414) 525-6100.

GETTING SUPPORT FROM THE TECH HELP DESK:

The Tech Help Desk will be available during regular school hours to staff and families. Please email help@ics-edu.org or call 414-525-6126 with any technical or device issues. Please include as much detail as possible in your email or phone message. Include a phone number so that we can get back to you quickly. The Tech Help Desk is staffed Monday through Friday, from 8:00 am to 4:00 pm. Messages will be returned within 24 hours and in the order in which they were received.

STUDENT SERVICES:

If families would like to access student services, please contact the Dean of Students, Ms. Weber, via email at cweber@ics-edu.org or by phone at 414-525-6113.

ICS STAFF CONTACT INFORMATION:

Administration

Mr. Dropik	Head of School	jdropik@ics-edu.org	414-525-6189
Dr. Deutsch	Director of Instruction	mdeutsch@ics-edu.org	414-525-6195
Cheryl Weber	Dean of Students	cweber@ics-edu.org	414-525-6113

Student/Family Support Support Staff

Cindy Janecek	Director FRC	cjanecek@ics-edu.org	414-525-6117
Shelly Cornelius	Social Worker	scornelius@ics-edu.org	414-525-6141
Nicole Lewandowski	Social Worker	nlewandowski@ics-edu.org	414-525-6191
Christina Jones	Behavioral Support	cjones@ics-edu.org	414-525-6152

Remote Academic Staff

Ms. Muyres	K5/1st	smuyres@ics-edu.org	414-525-6139
Ms. Jordan	2nd/3rd	jjordan@ics-edu.org	414-525-6135
Ms. Wilson	4th/5th	rwilson@ics-edu.org	414-525-6137
Mr. Iodence	6th/7th/8th Math/Sci	jiodence@ics-edu.org	414-525-6119
Ms. Stenzel	6th/7th/8th ELA/SS	astenzel@ics-edu.org	414-525-6139

Native Language Teachers

Ms. Faber	Oneida	lfaber@ics-edu.org	
Ms. Chavez	Menominee	kchavez@ics-edu.org	
Mr. Zimmerman	Ojibwe	mzimmerman@ics-edu.org	
Ms. Clark	Ojibwe	vclark@ics-edu.org	

Instructional Support

Ms. Morales	Instructional Technology	pmorales@ics-edu.org	414-525-6149
Ms. Aigner-Bailey	Data Assessment	haigner@ics-edu.org	414-525-6138
Ms. Bigley	Reading Specialist	kbigley@ics-edu.org	414-525-6102
Ms. Cherney	Interventionist	scherney@ics-edu.org	414-525-6116
Mr. St. Martin	Interventionist	jstmartin@ics-edu.org	414-525-6171
Ms. Kolosovsky	Interventionist	ekolosovsky@ics-edu.org	414-525-6179
Ms. Klausegger	Interventionist	lklausegger@ics-edu.org	414-525-7132