



ICS 2020-2021 (Semester 2) ICS Virtual Learning Academic Model

Virtual Learning Academic Model

The ICS Virtual Learning Model is a **full time eLearning program**. The model allows students to work remote from home Monday through Friday throughout the 2020-2021 second semester (January - June). Students in the full-time Virtual Learning Model will follow the ICS school calendar for the full semester.

The instruction and delivery of the Virtual Learning Model will most likely differ at each school during the second semester. **ICES and ICMS will determine the ability to have ICS teachers and staff conduct instruction delivery following the model sign-up period. IPA intends to utilize a third-party academic vendor for instruction delivery.** IPA building leadership will maintain high-level program oversight and involvement throughout the semester. The same will be applicable should ICES and ICMS also find it necessary to work with a third-party academic vendor partner.

The Virtual Learning Academic Model does allow opportunity for students to stay engaged with their peers through various student engagement and social emotional learning (SEL) activities.

Weekly Virtual Learning Academic Model Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
eLearning	eLearning	eLearning	eLearning	eLearning
Off Campus	Off Campus	Off Campus	Off Campus	Off Campus

VIRTUAL LEARNING DAILY SCHEDULE OVERVIEW

ICES: Students will attend synchronous learning sessions as assigned by their teacher throughout the week and will complete asynchronous independent activities daily.

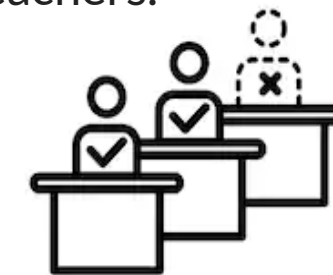
ICMS: Students attend synchronous classes virtually on assigned cohort days (Monday/Thursday or Tuesday/Friday.) This means that students must attend their daily classes as assigned during the class periods and times that they are assigned.

IPA: Students experience asynchronous learning virtually per their assigned classes. Students complete courses through an online learning platform, where they work at their own pace toward scheduled due dates. A teacher facilitates each course at a distance. Students watch educational video clips, practice skills, interact with the content, and check their understanding through diagnostic tools.

Attendance Policy + Process

- Students counted VIRTUALLY PRESENT in PowerSchool daily by Advisory Teachers.

- Students who fail to make daily progress in their virtual classes may be marked VIRTUALLY ABSENT and be held accountable to all ICS attendance policies retroactively.



- Students who fail to make progress in their virtual classes may be placed on an Academic Improvement Plan through the ICS school administration. Additionally, students who chronically "Fail to Participate" may be held accountable to the ICS progressive discipline practices and consequences including repeating a grade level or course.

Virtual Learning Model Specifics

ICES

- Grades K-2nd: Renaissance Learning - [Freckle Education](#). Reading, Math, Science, and Social Studies lessons with mastery check activities throughout.
- Grades 3rd-5th: Edmentum - [Exact Path](#). Reading, Math, Science, and Social Studies with progress-based mastery checks. Students will have connecting activities in [Study Island](#).
- Students can join Google Meet office hours with ICES Learning Coaches (Title 1 staff members/teachers) throughout the week for extra help if needed.

ICMS

- ICMS intends to provide virtual instruction for students via ICMS teachers. Students will be assigned to core class periods together in English Language Arts, Math or Algebra I (for qualifying 8th grade students), Science (6th and 7th grade this semester) and Social Studies (8th grade this semester).
- Culture classes for eLearning students will be posted virtually on Wednesdays.
- All ICMS students remain connected with their Cohort's ICMS Advisory Teachers with the possibility of virtually joining their Cohort's Advisory lunches through the ICMS-hosted Google Meets.

IPA

- [Apex Learning](#) will provide instruction/courses for all grade levels and diploma plans including Advanced Placement & Honors.
- Course enrollments will be determined by student progress towards diploma completion, course requests/student interest, and Case Conference Committee decisions.
- Students with Individual Education Plans may have some components of e-learning that are designed by IPA special education teachers depending on Case Conference Committee decisions, student need and Apex course offerings.
- Students will have access to IPA Learning Coaches (Title 1 staff members/teachers) via email and scheduled office hours; teachers will provide support as needed/available.
- Students will maintain enrollment in their assigned advisory class and will connect with their advisor weekly (on Wednesdays) and will be encouraged to join advisory Google Meets for community circles and check-ins.
- Students will be able to complete up to seven course credits in the second semester as determined by need and student capacity. The number of online courses a student carries at one time will be determined in collaboration with counseling staff.
- Students in grades 9, 10 and 11 will be required to complete online courses no later than June 10, 2021. Students in grade 12 are required to complete online courses no later than May 28, 2021. Failure to meet these deadlines could result in students not earning course credits.

Student Clubs, Athletics

- Students in the full-time Virtual Learning Academic Model may have the opportunity to participate in clubs, Advisory Meets, or other virtually-based student activities depending on each school. See your school principal for details as opportunities will vary by building.
- ICMS and IPA spring sports may be delayed. Resumption will coincide with the Indianapolis Charter School League and IHSAA guidance.

Technology Support

- All students with a completed Acceptable Use Policy (AUP) will be provided an ICS device and Google account.
- ICS devices are restricted for use with only school work and parent and students are responsible for the responsible care of the device.
- ICS technology support is provided ONLY for ICS-issued devices.



Student + Parent/Guardian Support

Students

- Students will be provided support for challenges specific to any of the academic platforms.
- Dedicated ICS staff will be available for additional student support during normal school hours.

Parent/Guardian

- If applicable, our Virtual Learning Model vendor partner will offer a virtual orientation for students and parents prior to the start of the program. Additionally, ICS will provide all Virtual Learning families with detailed information specific to the integration of the academic partner programs and ICS.
- Responsive technical support for the eLearning platforms will be available to all families.

ICES: (317) 357-5359 | ICMS: (317) 357-3850 | IPA: (317) 357-3770

www.ics-charter.org

The Irvington Way: Be Respectful, Be Responsible, Be Safe, Be Involved, Be Focused.