

2020  
2021

TK-8

## Instructional Plan

"Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture."



[www.iftincharter.net](http://www.iftincharter.net)



(619) 265-2411



## A MESSAGE FROM OUR CEO

**“PROVIDING A STRONG EDUCATIONAL FOUNDATION TO ALL STUDENTS WHO ARE IN NEED OF DIRECTION AND SUPPORT IN LEARNING ENGLISH AND FINDING THEIR WAY IN A NEW CULTURE.”**

On behalf of Iftin charter school administration, I am proud to present you our virtual learning academy and eventual reopening plan for the 2020/21 school years. As you are probably aware of, on Friday, July 17, Governor Newsom issued an order about California's school reopening plan. The order requires all LEAs (districts) that are located in counties on the state's public watch list to start the school year with distance learning until certain conditions are met. As of today (August 12, 2020), County of the San Diego is still on the State's County Monitoring List, based on an abnormal case rate, which means schools cannot reopen unless they apply for a waiver. We are in the process of evaluating our school community situation and consulting with our stakeholders in order to apply for a waiver in the near future. However, Iftin will begin the school year with a distance-learning program that is much more vigorous, well thought out, and more effective for students than before as you can see in this concise, clear and comprehensive plan.

According to SB-98, "A local educational agency shall offer in-person instruction....to the greatest extent possible" as such, we have also been preparing for in-person instruction so that when conditions permit, we are ready in getting the in-person instruction off the ground within short period of time. We are still working on both plans and we are seeking the input of all our stakeholders (teachers, parents, staff, community organizations, students and Board members). By the new state law (SB-98), students will all now required to adhere to daily live interaction with staff under the supervision of certificated personnel, attend daily-required classes, and complete and submit assigned work. SB-98 also requires us to develop collaboratively our new required Learning Continuity and Attendance Plan and submit to our Board for approval by no later than September 30, 2020 and we are also seeking your input for this plan as well.

We ensure you that our plan is based and will continue to be based on the guidelines provided by the [SB-98, governor Newsom's order, CDPH Industry Guidance Schools and School Based Programs, COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year, CDPH COVID-19 and Reopening In-Person Learning Elementary Education Waiver Process Overview and California Department of Public Health Schools Guidance FAQs.](#)

Our goal in all our plans whether virtual or in-person is aligned with the overarching goal of Iftin founders and families who came together on behalf of our children who are the neediest and most vulnerable in the state to provide Iftin students culturally responsive, safe, caring, loving-kind environment where their emotional, social, physical and academic needs are met.

Thus, we are approaching this work with the understanding that educating our children requires a full and equal partnership among the teachers, the school leaderships, parents, students and community at large. With that in mind, please take the time to review our plan and give us your constructive feedback in order to make it even better.

In conclusion, it is very hard to find the words to thank our instructional leader, Yolande and operations manager, Abdi as well as our principal, Ali for their impressive efforts in putting together these plans and for what you all did for our students during this unprecedented and trying pandemic era.

**Maslah Yussuf,  
Co-Founder/CEO**

## Introduction

ICS's framework for virtual and in-person instruction plans will be subject to ongoing development and will evolve as additional information and guidance is received from the California department of education and San Diego County public health about the COVID-19 pandemic. Iftin Charter School will implement all of the required safeguards and address the challenges of safely reopening school this fall 2020.

ICS's technologies are designed to acquaint students with the benefits and applications for their education and knowledge while preparing them through the use of the computer, software, and the Internet that opens the world of information and learning. ICS technology has become an integral part of the education program and the Plan describes how to sustain its value to teachers, students, and parents.

On July 17, 2020, Governor Newsome provided California schools with some guidelines as to when school can resume in person instructions. "Schools located in counties that are on the Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines." San Diego County has been on the state monitoring list since this announcement and with the increase of cases, we don't foresee Iftin Charter School being able to open for in-person instruction by the first day of school, August 31, 2020.

Students will begin the 2020 - 2021 school on August 31, 2020 participating in **ICS Virtual Learning Academy**. Iftin Charter School came to this decision after surveying parents and teachers as well as discussions with our local health office. Below is our intended outline for the school year and our eventual move to in-person instruction. The decision to resume in person learning will be made only after extensive conversations and collaboration with public health officials, health experts, our educators, staff, and administrators.





DATE	INSTRUCTIONAL MODEL
<b>August 31, 2020</b>	First Day of School - ICS Virtual Learning Academy
<b>September 14, 2020</b>	ICS will begin our hybrid instructional model. Students will receive instruction at school on assigned days as well as at home through our ICS Virtual Learning Academy. Parents will be given the option to keep their students continuing full time virtually. (This will be dependent upon state and local guidelines for reopening, otherwise we will continue with Virtual Learning)
<b>January 4, 2020</b>	ICS will shift to a 100% in person instructional model. (This will be dependent upon state and local guidelines for reopening, otherwise we will continue with current instructional model)

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*All of our instructional models will focus around FIVE major components: Content Delivery, Digital Resources, Extended Student Services, Instructional Support and School-Wide Safety.*

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<p> <b>Content Delivery</b></p>	<p>Students will have access to digital (online) learning materials and engaging instructional activities during the standard school day (8:20 - 2:30)</p> <ul style="list-style-type: none"><li>• All Grades will have access to reading, writing, math, science/social studies, and PE instruction regularly</li><li>• All students will have access to the learning management platform Google Classroom</li><li>• All students will participate in virtual instruction daily through Zoom</li><li>• All students will also have access to Instructional Packets weekly</li></ul>
<p> <b>Digital Resources</b></p>	<p>All students will have access to digital learning devices and Internet connectivity in order to participate in ICS Virtual Learning Academy.</p> <ul style="list-style-type: none"><li>• Additional online learning platforms that support instruction at the student's academic level</li><li>• Student Computer will be provided to all enrolled students</li><li>• ICS will communicate solutions to families who do not have Internet access</li></ul>
<p> <b>Extended Student Services</b></p>	<p>Additional consideration and supports will be put in place to provide support to students who:</p> <ul style="list-style-type: none"><li>• Have an IEP and receive additional services or instruction</li><li>• Newcomers or English Language Learners</li><li>• Students in Housing Transitions</li><li>• Students identified as needing additional instructional support</li><li>• Students whose parents are essential workers and need childcare to return to work</li></ul> <p>Families will have access to meals at food distribution sites throughout San Diego County.</p>
<p> <b>Instructional Support</b></p>	<p>Teachers and Instructional Aides will be provided with professional development opportunities and strategies for teaching in an online learning environment.</p> <ul style="list-style-type: none"><li>• Establish teacher planning meetings and data driven instruction cycles (agendas, planning tools and assessment calendar)</li><li>• Monitor student engagement and strategies that effectively boost</li></ul>

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	<p>student engagement</p> <ul style="list-style-type: none"><li>• Monitor SEL needs of our students, staff and families and provide a timely support system</li><li>• Create a plan to incentivize students' engagement and staff weekly</li><li>• Instructional Aides will be provided in each classroom as needed.</li><li>• Parents will have opportunities to attend parent workshops.</li></ul>
 <b>School-Wide Safety</b>	<p>Following guidelines provided from the California Department of Education (CDE), Local Health Office (LHO) and San Diego County Office of Education (SDCOE), Iftin will ensure our campus is clean and has all health precautions in place to ensure all stakeholder's health and wellbeing is safeguarded to the fullest extent possible.</p>

## Content Delivery

Iftin Charter School is dedicated to providing the highest level of education. We recognize that our students have experienced many challenges since the closure of the school and throughout the summer, as such we are committed to work tirelessly to ensure:

### **Every student has access to:**

- Rigorous and common core aligned instruction
- Whole group, small group and one on one instruction
- Digital and print instructional materials
- Tech devices necessary for online virtual learning
- Students will have rigorous instruction and training on safety measures related to COVID-19 which will be incorporated into our curriculum and instruction throughout the school year.
- Extra support services for students with disabilities, homeless, foster youth, newcomer students and EL students
- Social Emotional Learning supports

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### *Every teacher:*

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- Will provide rigorous common core aligned lessons for core subjects (ELA, Math, Science and Social Studies)
- Will provide a Learning Management System for all students
- Will use data to guide student learning by analyzing student performance to determine mastery and understanding
- Will individualize instruction through 1:1 support, online learning programs, and guided learning groups
- Communicate with students and families in multiple forms utilizing translators if and when needed on a weekly basis
- Will maintain and communicate a clear set of learning goals and hold high expectations for each lesson aligned with common core standards in all subjects
- Will provide feedback through a variety of platforms about students' progress regularly
- Provide opportunities for students to collaborate with their peers.

### *Every parent has access to:*

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- Ongoing training on how to support their child's learning
- Consistent communication with their child's teacher updating them on weekly learning goals, packet pick-up/drop off, upcoming events, etc.
- Health guidelines and procedures outlined by the school for dropping/picking students up, providing face mask, entering school grounds and communicating with school
- PowerSchool Parent Portal
- Online Parent resource page

### *ICS Virtual Learning Academy*

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Students will participate in regular school hours Monday - Thursday 8:00 - 2:50 and Friday from 8:00 - 12:00 by logging into their virtual classroom. Teachers will work from their classrooms during the Virtual Learning Academy unless an approval has been obtained from leadership. Below are sample schedules.

**2020 - 2021 Instructional Plan**

**Kindergarten**

<b>TIME</b>	<b>SUBJECT</b>	<b>TEACHER EXPECTATION</b>	<b>STUDENT EXPECTATION</b>
<b>7:40 - 8:20</b>		<ul style="list-style-type: none"> <li>● Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Waking up and eating breakfast</li> </ul>
8:20 - 8:40	Morning Meeting	<ul style="list-style-type: none"> <li>● Zoom Meeting incorporating SEL components.</li> <li>● Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in morning meeting</li> <li>● Respond to your teacher's discussion.</li> </ul>
8:40 - 9:10	Phonics Study	<ul style="list-style-type: none"> <li>● Mini Lesson (live) on letter identification or phonics</li> <li>● Providing Practice to students</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in Mini Lesson</li> <li>● Complete practice</li> </ul>
9:10 - 10:30	Reading	<ul style="list-style-type: none"> <li>● Share Learning Target with class</li> <li>● Read Aloud (video or live)</li> <li>● 20-minute shared reading lesson (live)</li> <li>● 2-3 Guided Reading Groups (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in read aloud</li> <li>● Participate in reading lesson and ask/answer questions</li> <li>● Participate in small reading groups or individual meeting with teacher</li> <li>● Independent Practice</li> <li>● Complete classwork</li> </ul>
10:30 - 11:10	Break/Lunch	Eat and take a break.	
11:10 - 11:30	Word Study	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute lesson (live)</li> <li>● Assign practice activity with new word</li> <li>● Monitor activity (live or through turned in work)</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete activity</li> </ul>
11:30 - 12:00	Writing	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign writing assignment</li> <li>● Individual check-ins or small groups</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
12:00 - 12:10	Break	<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Take a break, grab a snack, grab a drink, step away from your computer</li> </ul>
12:10 - 12:50	Math	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
12:50 - 1:50	PE	<ul style="list-style-type: none"> <li>● Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual PE</li> </ul>
1:50 - 2:00	Cool Down	<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Cool down after PE</li> </ul>
2:00 - 2:30	Science or Social Studies	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> </ul>
2:30 - 2:50	Afternoon Meeting	<ul style="list-style-type: none"> <li>● Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up work from today and prepare for conversion with your teacher.</li> </ul>

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*First Grade/Second Grade*

<b>TIME</b>	<b>SUBJECT</b>	<b>TEACHER EXPECTATION</b>	<b>STUDENT EXPECTATION</b>
<b>7:40 - 8:20</b>		<ul style="list-style-type: none"> <li>● Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Waking up and eating breakfast</li> </ul>
<b>8:20 - 8:40</b>	Morning Meeting	<ul style="list-style-type: none"> <li>● Zoom Meeting incorporating SEL components.</li> <li>● Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in morning meeting</li> <li>● Respond to your teacher's discussion.</li> </ul>
<b>8:40 - 10:00</b>	Reading	<ul style="list-style-type: none"> <li>● Share Learning Target with class</li> <li>● Read Aloud (video or live)</li> <li>● 20-minute shared reading lesson (live)</li> <li>● 2-3 Guided Reading Groups (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in read aloud</li> <li>● Participate in reading lesson and ask/answer questions</li> <li>● Participate in small reading groups or individual meeting with teacher</li> <li>● Independent Practice</li> <li>● Complete classwork</li> </ul>
<b>10:00 - 10:10</b>	Break	<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Take a break, grab a snack, grab a drink, step away from your computer</li> </ul>
<b>10:10 - 10:30</b>	Word Study	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute lesson (live)</li> <li>● Assign practice activity with new word(s)</li> <li>● Monitor activity (live or through turned in work)</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete activity</li> </ul>
<b>10:30 - 11:10</b>	Break/Lunch	Eat and take a break.	
<b>11:10 - 11:50</b>	Writing	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign writing assignment</li> <li>● Individual check-ins or small groups</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>11:50 - 12:50</b>	PE	<ul style="list-style-type: none"> <li>● Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual PE</li> </ul>
<b>12:50 - 2:10</b>	Math	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>2:10 - 2:30</b>	Science or Social Studies	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> </ul>
<b>2:30 - 2:50</b>	Afternoon Meeting	<ul style="list-style-type: none"> <li>● Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up work from today and prepare for conversion with your teacher.</li> </ul>



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*Third/Fourth Grade*

<b>TIME</b>	<b>SUBJECT</b>	<b>TEACHER EXPECTATION</b>	<b>STUDENT EXPECTATION</b>
<b>7:40 - 8:20</b>		<ul style="list-style-type: none"> <li>● Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Waking up and eating breakfast</li> </ul>
<b>8:20 - 8:40</b>	Morning Meeting	<ul style="list-style-type: none"> <li>● Zoom Meeting incorporating SEL components.</li> <li>● Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in morning meeting</li> <li>● Respond to your teacher's discussion.</li> </ul>
<b>8:40 - 10:10</b>	Reading	<ul style="list-style-type: none"> <li>● Share Learning Target with class</li> <li>● Read Aloud (video or live)</li> <li>● 20-minute shared reading lesson (live)</li> <li>● 2-3 Guided Reading Groups (live)</li> <li>● Assign individual classwork and practice</li> <li>● Individual conferences</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in read aloud</li> <li>● Participate in reading lesson and ask/answer questions</li> <li>● Participate in small reading groups or individual meeting with teacher</li> <li>● Independent Practice</li> <li>● Complete classwork</li> </ul>
<b>10:10 - 10:20</b>	Break	<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Get ready for PE</li> </ul>
<b>10:20 - 11:20</b>	PE	<ul style="list-style-type: none"> <li>● Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual PE</li> </ul>
<b>11:20 - 11:50</b>	Break/Lunch	Eat and take a break.	
<b>11:50 - 12:10</b>	Word Study (spelling)	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute lesson (live)</li> <li>● Assign practice activity with new word(s)</li> <li>● Monitor activity (live or through turned in work)</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete activity</li> </ul>
<b>12:10 - 12:40</b>	Writing	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign writing assignment</li> <li>● Writing conferences or guided writing groups</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>12:40 - 2:10</b>	Math	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>2:10 - 2:30</b>	Science or Social Studies	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign classwork and individual practice</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> </ul>
<b>2:30 - 2:50</b>	Afternoon Meeting	<ul style="list-style-type: none"> <li>● Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up work from today and prepare for conversion with your teacher.</li> </ul>

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**Fifth Grade**

<b>TIME</b>	<b>SUBJECT</b>	<b>TEACHER EXPECTATION</b>	<b>STUDENT EXPECTATION</b>
<b>7:40 - 8:20</b>		<ul style="list-style-type: none"> <li>● Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Waking up and eating breakfast</li> </ul>
<b>8:20 - 8:40</b>	Morning Meeting	<ul style="list-style-type: none"> <li>● Zoom Meeting incorporating SEL components.</li> <li>● Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in morning meeting</li> <li>● Respond to your teacher's discussion.</li> </ul>
<b>8:40 - 9:20</b>	Writing	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign writing assignment</li> <li>● Writing conferences or guided writing groups</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>9:20 - 10:20</b>	PE	<ul style="list-style-type: none"> <li>● Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual PE</li> </ul>
<b>10:20 - 10:40</b>	Word Study (spelling)	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute lesson (live)</li> <li>● Assign practice activity with new word(s)</li> <li>● Monitor activity (live or through turned in work)</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete activity</li> </ul>
<b>10:40 - 12:15</b>	Reading	<ul style="list-style-type: none"> <li>● Share Learning Target with class</li> <li>● Read Aloud (video or live)</li> <li>● 20-minute shared reading lesson (live)</li> <li>● 2-3 Guided Reading Groups (live)</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in read aloud</li> <li>● Participate in reading lesson and ask/answer questions</li> <li>● Participate in small reading groups or individual meeting with teacher</li> <li>● Independent Practice</li> <li>● Complete classwork</li> </ul>
<b>12:15 - 12:45</b>	Break/Lunch	Eat and take a break.	
<b>12:45 - 2:00</b>	Math	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>2:00 - 2:10</b>	Break	<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Get ready for PE</li> </ul>
<b>2:10 - 2:30</b>	Science or Social Studies	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● 10-minute mini lesson (live)</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete Activity</li> </ul>
<b>2:30 - 2:50</b>	Afternoon Meeting	<ul style="list-style-type: none"> <li>● Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up work from today and prepare for conversion with your teacher.</li> </ul>

## Middle School Virtual Schedule (6-8)

### Sixth Grade

TIME	SUBJECT	TEACHER EXPECTATION	STUDENT EXPECTATION
7:40 - 8:20		<ul style="list-style-type: none"> <li>Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>Waking up and eating breakfast</li> </ul>
8:20 - 8:40	Morning Meeting	<ul style="list-style-type: none"> <li>Zoom Meeting with Homeroom incorporating SEL components.</li> <li>Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in morning meeting with homeroom class</li> <li>Respond to your teacher's discussion.</li> </ul>
8:40 - 9:10	Period 1	<ul style="list-style-type: none"> <li>Share learning target with class</li> <li>Live lesson</li> <li>Assign individual practice and classwork</li> <li>Individual conferences or Small Groups</li> <li>Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>Listen to learning target and ask questions</li> <li>Participate in lesson</li> <li>Complete classwork</li> <li>Independent Practice</li> <li>Participate in meeting with teacher if assigned</li> </ul>
9:20 - 10:20	PE	<ul style="list-style-type: none"> <li>Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>Virtual PE</li> </ul>
10:20 - 10:40	Period 1 cont.	<ul style="list-style-type: none"> <li>Share learning target with class</li> <li>Live lesson</li> <li>Assign individual practice and classwork</li> <li>Individual conferences or Small Groups</li> <li>Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>Listen to learning target and ask questions</li> <li>Participate in lesson</li> <li>Complete classwork</li> <li>Independent Practice</li> <li>Participate in meeting with teacher if assigned</li> </ul>
10:40 - 10:50	Break	<ul style="list-style-type: none"> <li>Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Take a break, grab a snack, grab a drink, step away from your computer</li> </ul>
10:50 - 12:00	Period 2	<ul style="list-style-type: none"> <li>Share learning target with class</li> <li>Live lesson</li> <li>Assign individual practice and classwork</li> <li>Individual conferences or Small Groups</li> <li>Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>Listen to learning target and ask questions</li> <li>Participate in lesson</li> <li>Complete classwork</li> <li>Independent Practice</li> <li>Participate in meeting with teacher if assigned</li> </ul>
12:00 - 12:30	Break/Lunch	Eat and take a break.	
12:30 - 1:40	Period 3	<ul style="list-style-type: none"> <li>Share learning target with class</li> <li>Live lesson</li> <li>Assign individual practice and classwork</li> <li>Individual conferences or Small Groups</li> <li>Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>Listen to learning target and ask questions</li> <li>Participate in lesson</li> <li>Complete classwork</li> <li>Independent Practice</li> <li>Participate in meeting with teacher if assigned</li> </ul>
1:40 - 2:30	Period 4	<ul style="list-style-type: none"> <li>Share learning target with class</li> <li>Live lesson</li> <li>Assign individual practice and classwork</li> <li>Individual conferences or Small Groups</li> <li>Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>Listen to learning target and ask questions</li> <li>Participate in lesson</li> <li>Complete classwork</li> <li>Independent Practice</li> <li>Participate in meeting with teacher if assigned</li> </ul>
2:30 - 2:50	Afternoon Meeting	<ul style="list-style-type: none"> <li>Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>Finish up work from today and prepare for conversion with your teacher.</li> </ul>

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*Seventh/Eighth Grade*

<b>TIME</b>	<b>SUBJECT</b>	<b>TEACHER EXPECTATION</b>	<b>STUDENT EXPECTATION</b>
<b>7:40 - 8:00</b>		<ul style="list-style-type: none"> <li>● Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>● Waking up and eating breakfast</li> </ul>
<b>8:00 - 8:20</b>	Morning Meeting	<ul style="list-style-type: none"> <li>● Zoom Meeting with Homeroom incorporating SEL components.</li> <li>● Provide students with learning goals for the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in morning meeting with homeroom class</li> <li>● Respond to your teacher's discussion.</li> </ul>
<b>8:20 - 9:20</b>	PE	<ul style="list-style-type: none"> <li>● Planning and Prep</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual PE</li> </ul>
<b>9:20 - 10:30</b>	Period 1	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● Live lesson</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete classwork</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>10:30 - 11:40</b>	Period 2	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● Live lesson</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete classwork</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>11:40 - 12:10</b>	Break/Lunch	Eat and take a break.	
<b>12:10 - 12:20</b>		<ul style="list-style-type: none"> <li>● Contact Parents or Student Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare for the afternoon</li> </ul>
<b>12:20 - 1:30</b>	Period 3	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● Live lesson</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete classwork</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>1:30 - 2:30</b>	Period 4	<ul style="list-style-type: none"> <li>● Share learning target with class</li> <li>● Live lesson</li> <li>● Assign individual practice and classwork</li> <li>● Individual conferences or Small Groups</li> <li>● Student Data Review</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to learning target and ask questions</li> <li>● Participate in lesson</li> <li>● Complete classwork</li> <li>● Independent Practice</li> <li>● Participate in meeting with teacher if assigned</li> </ul>
<b>2:30 - 2:50</b>	Afternoon Meeting	<ul style="list-style-type: none"> <li>● Parent and Student conferences (3-4) daily with Instructional Aide to support as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Finish up work from today and prepare for conversion with your teacher.</li> </ul>

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**Friday Schedule - All Grades**

TIME	SUBJECT	TEACHER EXPECTATION	STUDENT EXPECTATION
7:40 - 8:00		<ul style="list-style-type: none"> <li>• Prep for the day</li> </ul>	<ul style="list-style-type: none"> <li>• Waking up and eating breakfast</li> </ul>
8:00 - 8:30	Morning Meeting	<ul style="list-style-type: none"> <li>• Zoom Meeting with Homeroom incorporating SEL components.</li> <li>• Provide students with reminders of the week and due assignments.</li> <li>• Student Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in morning meeting with homeroom class</li> <li>• Respond to your teacher's discussion.</li> <li>• Complete missing or incomplete work from the week.</li> </ul>
8:30 - 9:30	PE - on your own	<ul style="list-style-type: none"> <li>• Teacher Prep, planning and/or PD</li> </ul>	<ul style="list-style-type: none"> <li>• Go for a family walk, do an exercise video, log your food for the day.</li> </ul>
9:30 - 10:30	Computer Science	<ul style="list-style-type: none"> <li>• Teacher Prep, planning and/or PD</li> </ul>	<ul style="list-style-type: none"> <li>• Typingclub.com</li> <li>• Hour of Code</li> <li>• Create a presentation on something you learned this week</li> <li>• Create a video teaching someone something you learned this week and share with your teacher</li> <li>• Google Apps lessons</li> </ul>
10:30 - 11:30	Virtual Friday (field trip or exploration)	<ul style="list-style-type: none"> <li>• Teacher Prep, planning and/or PD</li> </ul>	<ul style="list-style-type: none"> <li>• Go to our school website and go on a virtual field trip with your family</li> </ul>
11:30 - 12:00	Journal Writing	<ul style="list-style-type: none"> <li>• Teacher Prep, planning and/or PD</li> </ul>	<ul style="list-style-type: none"> <li>• Write about your week and share it with your family.</li> </ul>

**ICS Hybrid Instructional Model**

Iftin Charter School intends to begin a hybrid instructional model on September 14, 2020. ICS will ensure compliance with state and local reopening guidance and will ensure proper safety measures and in place.

ICS Hybrid Instructional Model will give students access to in-person instruction in conjunction with Iftin Virtual Learning Academy.

**In the Hybrid Instructional Model students will:**

- Attend school 2 days a week, either on Monday/Wednesday or Tuesday/Thursday
- Attend Iftin Virtual Learning Academy 3 days a week, the days they are not on campus and Friday
- Follow social distancing and safety protocols
- Receive rigorous common core aligned instruction in all core subjects and PE
- Have access to whole group, small group and one on one instruction
- Digital and print instructional materials
- Tech devices necessary for online virtual learning

The schedules for the Hybrid Instructional Model will be the same as the schedules for ICS Virtual Learning Academy with slight modifications to lunch and break times. Updated schedules will be shared with parents prior to the shift to the Hybrid Instructional Model.

# Instructional Resources

## CORE Curriculum:

- Eureka Math
- National Geographic Reach Reading
- Active Classroom - Social Studies
- Discovery Science or Amplify Science (\*Curriculum under review)

## Supplemental Online Resources:

- IXL - for all subjects, all grades
- Zearn
- Reading A-Z/RAZ Kids
- Tumblebooks
- Tools for Teachers - CDE aligned assessments
- Reach for Reading
- Readworks.org
- Typingclub.com

## Assessment

All students will be assessed by their teacher using both formative and summative assessments. By regularly monitoring and reviewing student data, teachers will be able to better guide student learning and provide timely interventions to struggling students.

**Formative Assessments:** This type of assessment will occur daily and frequently by teachers to collect daily data on student progress and instructional needs. Formative assessments will include, but are not limited to:

- Parent/Guardian Feedback
- Student conferences
- Exit Slips or Class Assignments
- Student participation in classroom or small group participation
- Notebooks
- Journal Entries

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- Discussion Threads (online learning management system)
- Teacher observations

*Summative Assessments: This type of assessment will occur twice during a unit, once in the middle and once at the end of the unit. Summative Assessments may also occur throughout the year to assess student standard mastery and/or reading levels. The data collected from the summative assessments will be used to evaluate student success in learning and where they need more support to solidify their learning. Summative assessments will include, but are not limited to:*

- NWEA MAP Testing
- EADMS Benchmark Assessments
- Mid Unit and Final Unit Test
- Final Project
- Research Paper
- Benchmark Assessments

### *Attendance Requirements*

- Students are required to attend all classes daily and complete all assignments as assigned by their teacher.
- Students will be counted present for the day if they complete online attendance activity. Students who are inactive for more than 2 days without direct communication with the teacher, will be contacted by the school leadership team and may be referred to an attendance intervention.
- If a student is absent parents must reach out to the school office and classroom teacher to record absence and make a plan with the teacher for their child to make up missed work.

*Attendance Intervention: If a student is consistently absent from Virtual Instruction or is not participating/completing work and the teacher is unsuccessful in their communications home, the student will be referred to the Instructional Leader for an Attendance Intervention. The Attendance Intervention Plan may include but is not limited to:*

- Phone Conference with Parent Liaison, School Leadership, parent, teacher, instructional aide, and student
- In Person Conference with Parent Liaison, School Leadership, parent, teacher and student
- Home visits
- Student coming to campus to attend school if feasible

### *Social Emotional Wellbeing*

Iftin Charter School is committed to supporting the social emotional wellbeing of every student and staff, every day. Now more than ever, we value and need to continue building our relationships with all families to ensure we are creating the healthiest environments for all of our students during this challenging and unpredictable time.

*Iftin is committed to addressing our students' social emotional needs by offering:*

- Referral Form for students, teachers or parents to request counseling from our School Psychologist
- Morning and Afternoon meetings in every grade to check in with students
- Social Emotional Learning Components will be integrated into daily lessons
- The Crisis and Emergency Line will be posted on the school website and made accessible to students and families
- The National Suicide Line will be posted on the school website and made accessible to students and families
- Parent Resource page with local community resources will be posted on our school website for families
- Consistent and Frequent communications home from classroom teacher and school



## Digital Resources

Students will have access to digital learning devices and Internet connectivity in order to engage with instructional learning materials. Students and families will be required to sign a Technology Use Agreement. Families may be held responsible for broken or damaged devices.

*Resources for Student Use*

- All students will use be issued a school chromebook/IPAD to use at home
- All students will have access to check out headphones if needed for home use
- The school will send home a Virtual Learning Readiness Survey to families to assess family digital needs

*Distribution of Digital Resources*

- Students who were enrolled at the end of the 2020 school year kept their devices through the summer, if a device needs to be fixed or replaced, parents must bring it to the school to trade, or contact the school to arrange delivery.
- New students can obtain digital devices at the school site or contact the school to arrange delivery.
- School staff will deliver devices to families that are unable to pick up devices from the school.

*Internet Access*

- Iftin has identified internet providers who can provide internet access to parents at a reasonable rate.
- Parents who have difficulty acquiring internet access can contact the school for further assistance. Iftin will work closely with families to secure internet access during the Virtual Learning Model and Hybrid Learning Model.



## *Extended Student Services*

### *Special Education:*

- Special Education teacher will provide instructional opportunities in-person on campus (as we secure a waiver application) and/or virtually to each student
- Service providers will provide services either in-person (as we secure a waiver application) on campus and/or virtually
- Special Education teacher and/or special education paraprofessionals will make contact with parents on a weekly basis
- Student IEPs will be reviewed and updated by our Education Specialist and School Psychologist once school resumes, virtually or otherwise.
- General Education (classroom) teachers will adhere to accommodations and modifications outlined in student's IEP.
- Special Education staff may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.

### *Newcomers and English Language Learners:*

- English Language Development (ELD) teacher and kindergarten teachers will administer the Initial ELPAC test to assess student language proficiency within 75 days of the first day of school.
- Initial ELPAC may be completed in-person (as we secure a waiver application) and/or virtually.
- ELD teacher and paraprofessional will provide instruction to identified EL students in-person (as we secure a waiver application) and/or virtually in small groups or 1:1 session
- ELD teacher and paraprofessional will contact parents on a weekly basis
- ELD teacher may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.

### *Students in Housing Transition:*

- Students identified as homeless or foster youth will have access to a classroom at the school to participate in virtual learning (as we secure a waiver application).
- Iftin's Homeless Liaison and/or Parent Liaison will contact families on a weekly basis or as needed to ensure families are provided with necessary materials to ensure equitable access to educational opportunities
- Identified students will be provided with school supplies as needed and/or requested by the teacher or parent.

*Children of Essential Workers*

- Iftin will provide access to a classroom at the school for students whose parents are classified as Essential Workers (as we secure a waiver application).

*Additional Supports*

- Students learning loss will be assessed at the beginning of the year and identified students will have access to 1:1 tutoring either in-person (as we secure a waiver application) and/or online with their teacher and/or instructional aides. Support and services will be determined by teacher and parent.

*Breakfast and Lunch*

- Lunch will be provided through distribution sites during our Virtual Learning Model. When Iftin moves to a hybrid model lunch will be provided at distribution sites and on campus.

 *Instructional Resources*

The virtual learning model and hybrid learning model teachers and instructional aides will receive training prior to the school year beginning and during the school year. Below is the training schedule for teachers and instructional support staff.

		1st Friday	2nd Friday	3rd Friday	4th Friday
7:40	Teacher Arrival				
8:00 - 9:00	Virtual Class				
9:00 - 11:00	Individual Planning	Update PowerSchool Grades, Lesson Plans, Communication with parents			
11:00 - 12:00	Committee Meeting				
	SPED/ELD Training	SPED/ELD	Committee	SPED/ELD	Committee
12:00 - 12:30	Lunch				
12:30 - 3:20	Professional Development	NCUST PD	PD	Vertical PLC	PD

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Professional development may be hosted by one of the following, but is not limited to: CEO, Principal, NCUST Executive Coach, Instructional Leader, SPED department, ELD Teacher, SELPA Program Manager, Operations Manager, or other highly qualified expert.

*Topics for professional development for Teacher and Instructional Aides may cover topic such as:*

- Best Practices during a Virtual Learning Model
- Enhancing educational practices such as small group instruction, one on one support or whole group instruction
- Guidance and Support for Special Education students
- Social Emotional Learning
- Providing support to English Language Learner
- Assessments Training
- Curriculum and Instruction
- Data Driven Instruction
- Other topics identified by staff

*Iftin will host monthly parent meetings, and will also provide additional Parent Workshops. The schedule for Parent Workshops will be posted on our school website and will also be shared with parents through a school call out, fliers and classroom newsletters. Parent Workshop topics will include but are not limited to:*

- Virtual Learning 101 for Parents
- Zoom, Google Classroom, and Powerschool 101 for Parents
- Volunteering and Getting Involved (ELAC, SSC and school governance)
- English Language Learner and ELPAC Assessments
- Community Resources and Community Partners available to parents
- Being an Advocate for your child through their data
- Statewide Testing and Schedule

## School-Wide Safety

Iftin Charter School is committed to ensuring the health and safety of all our stakeholders in every aspect. When we are able to welcome students on campus, we will comply with all reopening guidelines outlined by the CDE, LHO, SDCOE and state and local officials. Iftin's School-Wide Safety plan is available on the school website at [www.iftincharter.net/ICS\\_safety.plan.pdf](http://www.iftincharter.net/ICS_safety.plan.pdf).

*Our COVID-19 Prevention Procedures, Physical Modifications, and policies are extensive and include but are not limited to:*

- Daily symptom screenings for all staff, students and visitors entering school campus
- Procedures for isolating sick students and/or staff during the school day
- Staff and student policies regarding face masks, physical distancing, frequent cleaning and hygiene practices, and transitioning on campus
- Procedure for restricting visitors on campus
- Nutrition Service Plan
- Availability of Personal Protective Equipment (PPE)
- Cleaning and Disinfecting procedures
- Pick Up/Drop Off of students

## Summary

These are very unprecedented times and there are many uncertainties surrounding our students and families. Iftin Charter School Leadership, and Staff are committed to providing world class educational opportunities to every child, every day.

We are dedicated to providing the necessary tools and resources to our parents to help them navigate this time and also their child's high-quality education.

We are committed to keep our entire Iftin Community and all its stakeholders safe and healthy by following all the guidelines provided by health experts.

\*As this pandemic is unpredictable, we hold the right to update the plan as necessary to remain compliant with all state and local policies.