



TSCA E-Learning Plan

This E-Learning Plan (ELP) describes how Tyler Street Christian Academy will approach an extended campus closure. The decision to close the TSCA school campus was made by the Head of School after consultation with the Board President, other members of the school’s administrative team, and the school board. When such a decision is made, the school will communicate with faculty, staff, and families to provide information regarding the factors that necessitate the closure, as well as a timeline for when the school’s ELP will be implemented.

In preparing our community to engage in e-learning, we recognize that the learning experiences online will be different from the learning experienced by scholars in our classrooms. TSCA faculty will work to create opportunities for virtual social interactions and provide feedback to scholars on their learning through a variety of methods. Our goal with this ELP is to provide scholars with continued opportunities to engage in learning experiences and to maintain connections with their teachers and classmates. We will all need to think differently about how we educate our scholars, as well as reflect on how we can all support our scholars in discovering authentic learning experiences outside the traditional classroom environment. *There will surely be a transition period as we adapt to these new learning environments, and we ask for patience from everyone throughout this process.*

This ELP contains information on the channels and platforms the school will use for communication, as well as shared expectations for faculty, families, and scholars as we all work together to continue the teaching and learning process remotely.

Communication and Technology Systems

TSCA understands that communication is key during any situation and especially during an extended campus closure. During such closures, the school will use the same channels it employs throughout the school year. These systems are all remotely accessible and do not require campus access. The following table contains the systems that will be used:

Channel	Audience	Description
Email	Faculty, Staff, Families, scholars	Email will be used for all major communications and announcements from the school. Faculty may also use email to communicate (in addition to other platforms like Google Classroom and Seesaw).

		*Scholars in grades 7-12 should be checking TSCA email daily. Scholars in grades 6 and some 7th graders, if under the age of 13, should be checking their Google Classroom daily.
Google G Suite	Scholars in grades 4-12	Google G Suite (Gmail, Docs, Slides, Meet, etc.) will be used by 4th-12th grade teachers. For video conferencing with scholars, faculty will use Google Hangouts/Meet with students in grades 4-12, and may use Zoom with students in grades 4-8.
Seesaw	PK - 3rd grade scholars and Families	PK - 3rd grade teachers and scholars will use Seesaw to share lessons and communicate with families. Learning packets will also be provided online and can be downloaded for use by visiting www.tsca.org and clicking on the "Check out our guide to E-Learning at TSCA" live button.
Public Website	All constituencies	TSCA will provide general information on its closure status at www.tsca.org

Faculty Guidelines

Transitioning to e-learning will require time and patience, and teachers will need to develop lessons that support scholar communication and collaboration. The following guidelines are intended as a guide to help faculty across all divisions reflect on the challenges involved in shifting to distance learning.

1. Check-in with your scholars

An extended school closure may mean scholars are stressed and worried. Before moving forward with the curriculum, please take the time to see how scholars are doing with their mental, physical, and emotional well-being. How are they and their families? During distance learning, it is important that our scholars continue to feel known and loved. Therefore, a weekly check-in will also be conducted. ([See Mental Health Check-In Here!](#))

2. Evaluate scholars' conditions for distance learning

Many scholars may have reliable online access at home as well as the necessary devices required to

engage in e-learning; however, it is still important for teachers to remember that each family's circumstances will vary. Please check in with your scholars and let administrators and the technology department know if a scholar might have trouble engaging in our e-learning school.

3. Focus on the essential

With e-learning, teachers will have to determine which topics, ideas, and concepts are most essential for scholars to learn, and streamline their lessons and assignments to focus on that material. Pacing of lessons will also be something faculty will have to adjust; therefore, gathering feedback from scholars on how they are experiencing e-learning will be important for teachers as they work to find a balance. A weekly, documented assessment should be conducted through the e-learning platform to determine how students are faring with digital learning. ([See Mental Health Check-In Here!](#))

4. Work with scholars to find the opportunities and possibilities

E-learning will require both teachers and scholars to think differently about content, learning, and feedback. Even with scholars in different locations, collaboration can be promoted through lessons with a clear sense of purpose and opportunities for scholars to express themselves and work toward a fuller understanding of the material being shared. Assessment in e-learning will not look like it does in a typical classroom, and teachers will need to think differently about how scholars are able to display their level of understanding. Journaling, creative writing assignments, media presentations (videos, visual artwork, music, infographics, etc.), and oral assessments are a few of the methods teachers can use to see how scholars are progressing toward the goals laid out for them.

Family Guidelines

E-learning will also involve a change as families will need to develop structures and routines for this new type of learning. There will be a transition period in which scholars may struggle, and the guidelines below are designed to help families think about what they can do to support their children in an e-learning environment.

1. Establish routines and expectations

Even with the scholars not on campus, regular hours for schoolwork will help scholars maintain their focus. Normal bedtime routines are key. Scholars should take breaks and move regularly as well as engage in physical exercise and quiet reflection times. Routines should begin proactively as soon as the school implements the ELP rather than waiting to see if a scholar might struggle.

2. Establish a physical space for studying and learning

Your child's regular place for doing homework may not necessarily be the best place for them to do e-learning. Public/family spaces rather than a child's bedroom are the best spaces, and families should also make sure those spaces have a solid Internet connection and are quiet most of the

time. Whenever possible, parents/guardians should be present to monitor their child's learning.

3. Monitor communications

Faculty will communicate with families through email as necessary. Frequency and content will vary depending on a child's age, maturity, and level of independence. TSCA encourages families to communicate with their children's teachers as much as necessary, while also being aware that faculty will be supporting multiple other families as well. Seesaw (for PreK - 3rd grade scholars) and Google Classroom (for 4th - 12th grade scholars) will be used by teachers to communicate with both scholars and families, so please secure your access to these portals and check them frequently.

4. Check in and help your child process

One part of the established routine should be a morning check-in with scholars (no matter the age). Questions to your child such as, "What are you learning today? What are your learning goals? What resources and support will you need?" will help your children process what they will need to do for the day and reflect on how they might be able to do it. Without being on campus, scholars will miss out on the hundreds of social interactions they have with peers and adults each day. There will be some opportunity for these interactions online, yet it will be important for scholars to have the opportunity to engage with someone face-to-face and process their learning from the day. Circling back at the end of the day to have a conversation with your child about what they are learning can play a huge role in helping scholars reflect on their learning and strengthen their understanding.

5. Screen time and social media

We do not want scholars staring at a screen for eight hours a day, and as the ELP is implemented, we will work with scholars and families to provide teachers and administrators feedback on how e-learning is going at home. Children will want to maintain contact with friends, and older scholars will certainly use social media to do so. Social media apps like SnapChat, Instagram, WhatsApp, or TikTok are not school-sanctioned channels of communication. We ask all families to monitor scholar usage of social media and remind everyone that the school's expectations for proper technology and social media usage remain consistent even when the ELP is implemented. Scholars will be expected to be polite, respectful, and appropriate in all their communications.

Roles and Responsibilities During Distance Learning

The effective implementation of this ELP will depend on multiple stakeholders. The responsibilities of each of these groups are expressed below.

School Personnel Roles and Responsibilities

School Administration

- Create and distribute TSCA's E-Learning Plan
- Maintain clear channels of communication within the school community once the ELP

- has been activated
- Support faculty, scholars, and families throughout the period within which ELP is necessary
- Help teachers implement the ELP
- Communicate with families any disruption to this plan, including teacher unavailability

Subject Teachers, Homeroom Teachers

- Design engaging, meaningful digital lessons for scholars
- Communicate frequently with scholars and families
- Provide feedback opportunities for scholars
- Check in with scholars on their experiences with distance learning, and use scholar feedback to inform lesson and learning activity design

Specialist Teachers

- Develop weekly activities for each division of scholars to assist scholars and families in the continuation of learning in these areas

Technology Integration Specialist

- Be available to provide tech support to faculty, scholars, and families
- Assist faculty, scholars, and families with troubleshooting challenges as needed

Scholar Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences (ex. Wake up at the same time every day as you would if campus was open)
- Identify a productive and quiet space in your home where you can work effectively
- Regularly monitor your online platforms (School email, Google Classroom, Seesaw) to check for announcements and feedback from teachers
- Complete assignments with integrity and academic honesty
- Do your best to meet timelines, commitments, due dates, and class attendance expectations
- Communicate with teachers if you cannot meet deadlines or require additional support
- Comply with The TSCA School's expectations and guidelines regarding technology, including expectations for online behavior, etiquette, and academic honesty.

Online Learning Agreements for Scholars

- **Demonstrate respect to teachers and fellow scholars**
- **Optimize Learning Opportunities - both online and at home**
- **Chatting is welcomed when invited *by the teacher*. Appropriate, relevant comments only.**

Parent/Guardian Roles and Responsibilities

- Establish routines and expectations
- Define the physical space for your child's learning
- Monitor communications with your children's teachers
- Begin and end each day with a check-in
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Be clear with your child about school and family expectations regarding social media interactions

If you have questions about . . . Contact

- A course assignment or resource - Your child's teacher
- A technology-related problem or issue - Email our Technology Integration Specialist, Don Treadwell (dontreadwell@tsca.org).
- A personal, academic, or social-emotional concern - Your child's teacher
- Other issues related to distance learning - Your Division Director
 - Grades Pre-K-3: Jan Hudgins, Daycare Director/Early Childhood Facilitator of E-Learning (janhudgins@tsca.org)
 - Grades 4-12: Irene Cardoso, Director of Digital Learning (irenecardoso@tsca.org)

Academic Learning Expectations

Preschool - 3rd Grade

Printed packets were prepared for each child and either picked up by or delivered to families on Monday, March 23rd. The links below will connect you to the parent letter, which outlines the e-learning process for elementary students. A daily checklist will provide scholars with the direction needed to complete all assignments, so it is important that they begin each day by reviewing the checklist. Faculty office hours are provided [HERE](#). Faculty can be contacted during these times for questions and help.

Additionally, we are recommending a daily schedule that includes time to play, create, and read, along with virtual interaction with classroom teachers and specialists when available. We will provide some opportunities for scholars to connect to online instruction with the supervision of a caregiver. This instruction will be disseminated through Seesaw and accessible by parents and family members.

[Elementary \(PK - 5th\) E-Learning Parent Letter](#)

[Secondary E-Learning Parent Letter](#)

4th - 8th Grade

A parent letter was provided to parents of all elementary students in 4th and 5th grades. A secondary letter was also sent out to all parents of students in grades 6-8. In addition, our teachers have designed daily (4th-5th) or weekly (6th-8th) checklists to provide 4th through 8th grade scholars the direction needed to complete all assignments. We have determined that giving our scholars flexibility is best when completing e-learning assignments in a given week as long as they are completed no later than Sunday, unless the teacher has been notified of a need for an extension. Faculty office hours are provided [HERE](#). Faculty can be contacted during these times for questions and help.

[Elementary \(PK-5th\) E-Learning Parent Letter](#)

[Secondary \(6th - 12th\) E-Learning Parent Letter](#)

- 4th-8th grade scholars will be expected to complete about 30 - 45 minutes of work per class (the exact amount of time spent may vary by scholar). This will be posted on teachers' Google Classroom pages. Be sure notifications are turned ON.
- Advisory times may be set up on a 1:1 basis between a scholar and their teacher. This communication can be initiated via email and then facilitated via Google Hangouts/Meet or Zoom as needed.
- Specialist teachers will share a weekly lesson for each division with scholars. Scholars are responsible for completing each week's lessons. These will be shared via Google Classroom homeroom or grade-level pages.

9th - 12th Grade

Teachers will create weekly checklists to provide scholars the direction needed to complete all assignments. It is important that high school scholars begin each week by reviewing the checklist. We have determined that giving our scholars flexibility is best when completing e-learning assignments in a given week as long as they are completed no later than Sunday, unless the teacher has been notified of a need for an extension. Faculty office hours are provided [HERE](#). Faculty can be contacted during these times for questions and help.

[Secondary \(6th - 12th\) E-Learning Parent Letter](#)

- Scholars will be expected to complete 60 minutes of work per class (the exact amount of time spent may vary by scholar). This will be posted on teachers' Google Classroom pages. Be sure notifications are turned ON.
- Advisory times may be set up on a 1:1 basis between a scholar and their teacher. This communication can be initiated via email and then facilitated via Google Hangouts/Meet.
- Specialist teachers will share a weekly lesson for each division with scholars. Scholars are responsible for completing each week's lessons. These will be shared via Google Classroom homeroom or grade-level pages.

Support needed from families of scholars in Grades 4-12:

- Monitor Google Classroom updates and email. Be sure to check in with your child daily about their e-learning tasks, activities, and assessments.
- Create a predictable schedule for school days with your child. This should include time for planned virtual lessons (9:00 - 11:00 a.m.), other assignments, specialist tasks, reading time, and time outside or doing physical activities.
- Designate a place where your child will work independently on assigned tasks.
- Ask your child to provide a brief summary of the learning they are engaging in for each class to ensure understanding of the content and of how they are being asked to demonstrate their learning.
- Monitor your child's calendar of deadlines and support them in submitting assignments according to the established deadlines.
- Please remind your child to email their teachers with questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours of the request.