



District or Charter School Name

Tippecanoe Valley School Corporation

## Section One: Delivery of Learning

1. Describe how you will deliver continuous learning opportunities for all students, including special student populations.

- Students in grades K-5 will receive packets of work from homeroom teachers; packets will contain work for all eLearning days
- Students in grades 6-12 will take home laptops and will receive lessons from each subject's teacher on each eLearning day
- Students in grades 6-12 with no internet availability will receive packets of lessons which mirror the work being provided electronically
- Students with IEP's, ILP's, or 504 plans will be contacted by the Teacher of Record on each eLearning day and will receive support through zoom, skype, facetime, or phone as needed

2. Describe how your district communicates expectations for continuous learning implementation to 1.) students, 2.) families, and 3.) staff.

**Students** – Teachers met with all students on Monday, March 16, 2020 during a regular school day and communicated the expectations for continuous learning. Homeroom teachers contact every student on each eLearning day to remind students of the expectations for continuous learning. Also, school administrators post emails and/or videos on each week to remind students of the expectations.

**Families** – All families received notification of eLearning dates and expectations. Notifications were sent through Skyward email, phone blast, and social media by Superintendent Blaine Conley. Parents also receive the emails and videos posted by school administrators, and have access to all student assignments through the Skyward Family Access portal. Additionally, building administrators contact the families of any child who did not engage with the teacher on an eLearning day.

**Staff** – Students were given a 2 hour delay on Monday, March 16, 2020 so that building and central office administrators could meet with all staff during the 2 hours. Administrators communicated the district’s expectations for continuous learning to all staff members. Building administrators continue to communicate with teachers regularly to communicate those expectations.

**3. Describe student access to academic instruction, resources, and supports during continuous learning.**

All students are contacted by teachers on eLearning days. Students have been provided with a means to contact teachers for support on eLearning days. Students have been provided with online or packet resources to support their learning.

**4. What equipment and tools are available to staff and students to enable your continuous learning plan? Please list.**

**Staff** – Teachers have been provided with school issued laptops for use in providing instruction, and have access to all online resources the district uses.

**Students** – Students in grades 6-12 have been provided with school issued laptops for use in eLearning.

No equipment has been assigned to students in grades K-5. They have been provided with learning packets as a tool for eLearning.

**5. Describe how educators and support staff are expected to connect with students and families on an ongoing basis.**

Educators must contact all students each eLearning day. Contact is made through email, online platforms such as One Note or zoom, communication apps such as Remind or Class Dojo, or by phone. If a student does not respond to the

teacher, the school's administrator is notified. The school office then makes contact with the student or the student's parent.

Support staff have assisted in creating eLearning packets for students in grades K-5. Support staff provide side by side assistance to students via online platforms or by phone as needed.

**6. Describe your method for providing timely and meaningful academic feedback to students.**

Students in grades 6-12 submit assignments electronically. Teachers provide timely feedback through the Skyward portal or through One Note.

Students who complete paper/pencil assignments (work packets) drop off those packets and pick up new packets in accordance to the schedule provided to families by building administrators. Teachers evaluate the packet work and provide timely feedback to those students through email or phone.

**Section Two: Achievement and Attendance**

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**7. Does your continuous learning plan provide an avenue for students to earn high school credits? If so, describe the approach.**

Seniors will be expected to continue eLearning through the 160 days. They will receive credit for any class they were enrolled in on March 19, 2020. If they do not complete the eLearning work, they will receive a grade of "incomplete." The GPA and class rank of all seniors will be frozen at the end of their 7<sup>th</sup> semester, and will not be affected by eLearning.

Students in grades 9-11 and 8<sup>th</sup> grade students enrolled in classes earning high school credit will receive grades for all eLearning work. There will not be final exams. Semester grades will be determined based on grades earned for quarters 3 and 4. The semester grade will be used in the calculation of GPA and class rank for students in grades 9-11 and 8<sup>th</sup> grade students enrolled in classes earning high school credit.

**8. Describe your attendance policy for continuous learning.**

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Teachers contact all students on eLearning days. Students or parents must respond to the teacher to indicate that the student is “present” each day. If neither the student nor the parent responds to the teacher at any time during the day on the eLearning day, then the student is marked absent for the day. Although we encourage students and parents to engage with teachers during the hours of 8 am and 3 pm, we understand that eLearning times are different in some of our students’ homes. Therefore, some students or parents may need to acknowledge that the student is “present” after 3 pm.

**9. Describe your long-term goals to address skill gaps for the remainder of the school year.**

Teachers are attempting to follow curriculum maps so that they can address all Indiana Academic Standards. We realize that there will still be skill gaps. Students will be given formative assessments when they return to school in the fall so that we may determine where those gaps exist. Curriculum maps will then be adjusted so that teachers can address those gaps through classroom instruction and through our Multi-Tiered Systems of Support.

**Section Three: Staff Development**

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**10. Describe your professional development plan for continuous learning.**

All Tippecanoe Valley School Corporation administrators have been provided with an account for Choice Literacy, a tool for professional development. School administrators select topics from Choice Literacy which they can share with their staff, either individually or as a group, to provide professional development.

Tippecanoe Valley has implemented a PLC model throughout the district. Many PLC teams continue to meet virtually. This has enabled teacher leaders to provide virtual professional development.

Tippecanoe Valley also partners with Lead Learners, an additional avenue for staff development. All staff members have access to the speakers, podcasts, articles and videos provided through Lead Learners. Staff members receive monthly emails from Lead Learners highlighting the “PERKS” for the month. All Tippecanoe Valley employees are encouraged to take advantage of the professional development available through Lead Learners.