



District or Charter School Name

Burge Terrace Christian School

Section One: Delivery of Learning

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

Burge Terrace Christian School (BTCS) implemented a courier service that began March 30 and continues every Monday throughout the remainder of the academic year. The courier initially dropped off essential workbooks and other materials, at the direction of the teachers, to the students' homes. The following Monday, April 6, completed work was picked up by the couriers and returned to school.

The K5-6 grade teachers are also providing daily videos and making assignments on Google Classroom. New hard-copy materials are sent to the students every Monday via the courier service.

Appropriate accommodations are made for all students with an IEP or 504 Plan.

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

The administration of BTCS is communicating at least weekly to the parents and staff by email and text alerts. Communication by the teachers is accomplished daily via email. The students are encouraged to engage with their instructors as often as they desire. The BTCS plan for continuous learning is posted on our website at burgeterracechristianschool.org.

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

Resources are provided through textbooks, e-textbooks, workbooks, videos on Google Classroom, Google Meet, supplemental materials and the internet.

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

For students who do not own a useable device, a school-issued Chromebook is available. The staff is using laptops to record their videos. Weekly materials are dispersed by the courier service.

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

The staff is connecting with our students and families by email, text, phone, Zoom, Google Classroom and Google Meet.

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

The students in grades 3-6 using Google Docs have the capability of immediate teacher analysis. Parents are notified weekly of student progress by an email and are able also to access the Parent Portal on our student management system to see updated assessment.

Section Two: Achievement and Attendance

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

Does not apply

8. Describe your attendance policy for continuous learning.

Attendance is determined by evidence of completed work by both online and physical documents.

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

BTCS is attempting to complete the present academic year with minimal skill gaps due to the amount of video instruction and materials we are providing for our students. We are communicating with our families and assessing completed work on a daily basis.

In September, BTCS will administer NWEA's MAP Growth assessments to discover skill gaps caused by both summer break and e-Learning. Following the analysis of that data, we will implement appropriate plans to recover loss or weakness of key concepts. This plan will include one-on-one remediation, small group instruction and digital tools.

Section Three: Staff Development

10. Describe your professional development plan for continuous learning.

Previously-scheduled Professional Development Days were cancelled for the last half of March and April. The staff initially attended webinars to aid our decisions in determining a course of action for a continuous learning plan. We are continuing to participate in webinars, listen to podcasts and read materials that are presented to our principal and then disseminated to everyone.