



Calumet Christian School (B815 - CCS)

District or Charter School Name

**Section One:** Delivery of Learning

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

CCS will deliver continuous learning (CL) opportunities in several ways:

First, it is important to note that CCS was already running and maintaining an online academic management system called 'Sycamore' where all assignments, grades, and other pertinent information is available to teachers, staff, families, and students with access limited based on 'need to know' criteria. This system will continue to be maintained as the primary academic management center for all graded material and attendance.

Second, CCS will run 100% of its CL classes through Google Classroom (GCR) with every student linked to their appropriate grade or course. All assignments, supporting videos & links, material support, etc. will be posted in GCR. All students will be expected to submit work through GCR.

Third, CCS had already begun to transition to ebooks for JH/HS level courses. This includes but is not limited to math, ELA, and IT. Additionally, other textbooks providers have either provided access to ebooks, videos, or other resources free during this time.

Fourth, CCS prepared weekly material folders and/or textbook packets for families to pick up prior to the start of the CL days. Students have resources in hand or online to complete all work assigned. All work will be required to be submitted through GCR.

Fifth, CCS had almost a 1-for-1 plan with Chromebooks. These have been issued out to students requiring a computer.

Sixth, CCS is working with those families that do not have online access to enable them to gain access.

Seventh, CCS has a designated staff member responsible to coordinate all special student needs. CCS has begun assigning specific teachers to provide 1-to-1 support for special needs students with a priority on ISPs, 504s, ELL, and others. CCS will continue to communicate with teachers regarding which students require support and how to best support these students. Additionally, Griffith District will continue to provide the public school support as established and required.

Eighth, CCS will continue to evaluate and follow-up with families as the CL program is initiated on 13 Apr and managed in the subsequent weeks. CCS does not expect things to go smoothly from the first day and plans to adjust and work with individual students/families as problems arise.

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

CCS communicates its expectations and updates primarily through official email and text updates to students, families, and staff. It supports these email/text blasts with posts on CCS social media platforms, specifically the CCS webpage and Facebook. Additionally, CCS communicates through Google Classroom by teacher grade/course groups to students and supporting guardians. When all these attempts at communicating with families fail with little to no response, phone calls are made to initiate conversation and re-engage students.

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

CCS has established and will continue to refine its remote continuous learning schedule as follows.

1. Elementary students will have two intermittent 30-minute instructional periods between 9 am and 11 am each day (30m on, 30m off, 30m on, 30m off). Additionally, they will have a check out time with their teacher between 1:20 and 1:50 pm to end their school day.
2. Secondary students will generally attend class between 11 am and 2:30 pm daily with 30-minute class periods per course based on an established weekly schedule.
3. Office Hours: All teachers have established online office hours; plus, students or families may request other times for appointments.
4. Special Academic help will be provided remotely through established tutoring hours with specific teachers.

5. CCS has a dedicated IT person to work with students and families to resolve connectivity issues.
6. Students and families may request additional support as needed.
7. Students should have the resources and material required to meet continuous learning requirements, but CCS will monitor and work with families to provide any additional resources on an as-needed basis.

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

1. Academic Management System: Sycamore (web-based).
2. Google Classroom for all grades/courses.
3. Google School emails for all students.
4. Google Chromebooks for all grades (85% 1-to-1)
5. Ebooks in some courses: Math, ELA, IT, Spanish.
6. Online learning videos (free) from current textbook vendors: ABEKA, BJUP, others.
7. Textbooks/Material packets picked up by families for the remainder of the semester. Those requiring Chromebooks picked up at this time as well.
8. Provided families with remote IT support.

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

As described above:

1. CCS utilizes Sycamore as its academic support platform. This has been and will continue to be the primary means for maintaining students and families academically informed.
2. CCS utilizes and has expanded the use of Google Classroom to all grades and courses. This will be the primary means of communicating course/grade material, assignments, information, and work submission.
3. CCS utilizes Google Meet as its primary remote 'live' teaching or instructional platform for all grades/courses to include remote special academic support.
4. CCS utilizes email as its primary official means of direct communication with the CCS families and students. This is supported by mass text and Facebook posts directing them to the emails and to the posting of information on the CCS web page.
5. CCS utilizes Google Classroom stream, chat, and emails to communicate with students supported by text and/or phone when required if a student is not active.

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

Students in all grades/courses will be provided feedback as follows:

1. Google Meet live instructional periods
2. Google Classroom assignment return, feedback and grading.
3. Group or individual assignment feedback; this will include grades and return of assignments.
4. All assignments for each week must be turned in by 11:59 pm Saturday of each week at the very latest to receive any credit (regardless of the due date that week). This enables teachers to provide timely feedback or follow-up with students regarding their accomplished learning.

**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.**

Yes. The approach CCS is utilizing is the same approach it is using for the majority of its classes/courses in normal circumstances. All HS credit classes will meet as a minimum the general requirements for that course. Students will meet 2-5 times per week for live online sessions of 30 minutes each to be provided with specific instruction, coursework, or follow-up for that class. The number of sessions per week depends on the credit amount, priority of the course, and the amount of independent work expected of a student in a specific course. For example, math classes will meet 3-5 times per week, while a history or Bible class might meet 2-3 times per week. History is a class that can generally be assigned more independent work through reading, writing, and project-based assignments; while math may require more direct instruction and daily follow up.

CCS expects all students to fully earn their credits and their grades will be merited based on their work. However, the work and requirements are adapted to meet the remote continuous learning context (situation).

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

The CCS general attendance policy requires all students to check in for attendance through a Google Classroom Homeroom. Each day they have an attendance question they must answer before going to their first class. If they don't check in they will be considered absent from school and recorded as such.

Each teacher must take attendance as well. Students will receive an attendance point(s) associated with classwork/participation for being in the class or consequently will lose that point(s) for being absent from specific classes. They will be excused if the school is informed of a specific conflict. Teachers are required to communicate with any absent students from their class to provide them the taped lecture or notes and ensure they understand their work requirements. However, the responsibility for all notes or work missed remains with the student.

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

The CCS goal is to continue to address individual student academic gaps during the remainder of the school year. This will be done by individual teachers or through academic support tutoring. Student academic gaps will continue to be assessed through standard assessments, formative assessments, and individual classwork. Based on this, teachers will continue to provide the extra support required to continue to fill in the gaps.

**Section Three: Staff Development**

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

We are currently providing teachers with just-in-time professional development (PD) to meet Continuous Learning requirements and needs. First PD is focused on enabling teachers and staff to learn and ultimately to gain mastery of Google Classroom as a remote continuous learning tool. Second, on helping them rethink, refocus, and reestablish their curricula, requirements, and coursework to meet the remote continuous learning environment. Lastly, on how to more effectively support students academically, socially, emotionally, and spiritually during this remote environment.

Once you have completed this document, please complete this [Jotform](#) to share some additional data points and submit your Continuous Learning Plan link. Submission is required by April 17.