



2021-22 Phase Four: Continuation of Learning Plan for Districts
(Implemented 2022-23 School Year)_02282022_09:30

2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022-23
School Year)

Taylor County
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The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

"non-traditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

District Assurances for Continuation of Learning Plan:

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure

that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.
6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.
7. All staff will follow their normal work schedules on NTI days.
8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.
9. Participation will be recorded for all students on NTI days.
10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Charles Higdon, Jr 4/11/22 (To be approved at April School Board meeting)

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Taylor County Schools' vision for learning on non-traditional instructional days mirrors our vision for learning when school is in session in person. Instruction and learning activities should be matched to the rigor of the standards and allow for students to be engaged with the content in thoughtful and meaningful ways. When students are learning remotely, they should have the same support that they have when they are in person. We believe that communicating with families on NTI days is critical to the success of learning on days when in person learning is not feasible. NTI instruction will be delivered through a variety of methods including google classroom assignments, instructional videos uploaded to google classroom, and large group and small group google meets. Teachers will send out a Remind each morning to parents and students with information regarding the google meet schedule for the day, including the lessons that have been uploaded to the google classroom. Students will have the opportunity to join teacher led google meets or work at their own pace and access the assignments and instructional videos from google classroom. Assignments as well as instructional resources are posted in google classroom. Students "turn in" assignments through google classroom. Teachers and support teachers are available throughout the day for individual and small group support either through google meets, email, or by phone. If in-person instruction is not feasible for multiple days in a row, teachers and support staff make phone calls home to check on all students, especially those who have not participated in google meets or completed an assignment. Special education teachers and intervention teachers also reach out to their students to support remote learning. The information in this plans also applies to students who are placed in quarantine and unable to attend school due to the covid pandemic. The

district works closely with building administrative teams to ensure that non-traditional instruction provides a continuation of learning at all levels. Our teachers use google classroom throughout the year to upload assignments and additional resources for students to access. In fact, many of our classrooms are almost completely paperless. Google Meet is the video conference platform that we utilize in our district for teachers to conduct virtual classes and for administrators to meet with staff. District and school administrators have access to all google classrooms and all google meets and join often to access the quality of instruction that we are providing virtually. We have and will continue to utilize a variety of delivery options for our students who have spotty or no internet access. Our district has used this past two years to ensure that all K-12 students in the district have a Chromebook and that all of our teachers have new laptops. We have purchased more than 70 MiFi's for families without internet access but who live in areas where the internet can be accessed. For our families who live in areas where internet access is just not available, we work with our school level technology specialists who assist teachers in downloading digital content to the laptops so that students can access the same work offline. In addition, we do provide paper copies when any of the above options are unavailable.

PLAN FOR STAFF ON NTI DAYS: In most instances when an NTI day is called, employees will continue with their work day as normal unless weather conditions are unsafe for employees to report to work. In this case, staff have the flexibility to work from home if they can complete their assigned duties remotely. We have equipped all teachers and instructional assistants with the technology necessary to be able to work remotely when needed. Many of our classified support staff, such as instructional assistants and attendance and finance clerks, also have the ability to complete their work remotely if weather conditions do not allow for them to come in to work. For example, our classified instructional assistants use NTI days to communicate with families, provide support to students who need extra help, and assist teachers in google meets. For other classified staff, remote work is not always feasible. When conditions permit, our custodians, food service workers, maintenance teams, front office teams, and bus drivers will report to work. If conditions are not safe for our classified staff members who cannot do their work remotely to report to work, plans are implemented to allow these employees to make up any work hours that they have missed upon their return to school. These plans are consistent throughout the district and are clearly communicated with all staff members.

COMMUNICATION PLAN: We use a multi-pronged approach to communicate with all stakeholders when a non-traditional instruction day must be implemented. First, we meet with our district directors to plan for the NTI day or days, including food service, special education, and all principals. We then send out communications for our staff members so that they have time to prepare before we share publicly that a NTI day is required. Our staff appreciates being in the loop and not having to hear it on social media. We then prepare statements for our families

and communities and share these in multiple formats, including having our messages translated for our families who may not speak English. We do a one call for all families and staff. We have our teachers send out a mass Remind message to notify families. We also put statements on social media, webpages, and on our local radio stations. Principals and directors then follow-up with all staff on work assignments and special notices to be implemented during the NTI day(s).

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

If in-person learning is not feasible for students at Taylor County Schools, the following plan will be implemented to ensure special education students will be given access to a Free Appropriate Public Education (FAPE). Students identified as special needs will be provided a chrome book to assist them in working remotely from at home and may have a variety of software downloads on their device depending on the student's individual needs. If internet access is a concern, our technology department will assist families to set up a MiFi in their home or find an internet provider to meet their needs. The students' chromebooks may have text to screen reader software for those that need the use of a reader as marked on their IEP. They may also have voice activated text to screen writer for those that need the use of a writer as outlined on their IEP. Each chrome book will be provided with Test Nav program software that allows teachers to assign students with assessments to monitor their IEP academic goals. This is part of our district progress monitoring plan using the online program called AIMS Web. Special education students will have direct access to our virtual classroom platform. Each virtual session will have a regular and/or collaborative teacher available to ensure students receive information such as direct instruction, visual examples, and instructions to homework assignments. Those sessions will be recorded so the student can go back and watch anything they missed or did not understand during the initial virtual class. If students still need additional assistance, they can schedule individual virtual sessions with the teacher and/or in a small group of their peers. Special Education students that receive related services as part of their IEP can continue to receive those services virtually and/or in-person depending on the current status of in-person learning and/or method that best meets the family's needs.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

Additional efforts necessary to ensure continuation of learning for special populations include communicating with our parents/families of EL students, students with a Gifted Student Services Plan, and students placed in alternative education. Remind (a text-based communication platform), Google Classroom, E-mail, and phone calls are utilized as a means of communication when in-person learning is not feasible. Our district has ESL instructors who communicate with our ESL families to help communicate plans and determine if all needs are being met. All students who do not have technology devices at home are given a school device during periods when in-person learning is not feasible so that students have access to their assignments through Google Classroom. Mi-Fi devices have been purchased by the district for families who could not afford Internet access at their homes. Our GT Coordinator and her team provide virtual activities for our GT students that are a continuation of activities currently in progress in the classroom. Students in alternative education programs regularly receive phone calls and/or emails/texts from their teachers and/or principal to "check-in" on students. Due to the pandemic, all student populations are familiar with remote/virtual learning and Google Classroom, so NTI days run seamlessly.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

The mission of our district is that we set high expectations and work together to ensure that all students succeed. NTI requires both of these things: high expectations and collaboration. The nontraditional instruction plan outlined above mirrors the learning and support that students experience on a regular in-person school day. Teachers prepare and implement lessons that are tied directly to state standards and their curriculum maps. Special education, gifted/talented, and intervention teachers, as well as instructional assistants provide targeted support to students. Additional support from our school counselors, school nurses, mental health counselors, OT/PT/Speech therapists and FRYSC staff continue to meet the needs of students whether they are learning in-person or virtually. We communicate the learning expectations with families and students and offer support when needed. While remote learning will never fully take the place of in-person learning, we believe that our NTI plan is a successful and proven substitute when in-person instruction is not feasible.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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