



2021-22 Phase Four: Continuation of Learning Plan for Districts  
(Implemented 2022-23 School Year)\_02072022\_09:38

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

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

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.

Dennis Messer 03/12/2022

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?

The Barbourville Independent School District utilizes the Google Classroom platform for our continuation of learning when in-person learning is not possible. The platform itself has numerous components that help assist in a fluid continuation for faculty and the student body. We are privileged to be a district where we have a one-to-one student to technology level. We also provide students without internet services with a hotspot during any non-traditional instruction day. There is a bevy of other resources that various teachers use throughout the district to assist students in continuing learning during non-traditional days. These include but are not limited to C.E.R.T., i-Ready, IXL, Mastery Prep, online Textbooks, EdPuzzle, etc. In the event that a student does not have internet access and a personal hotspot will not solve the issue, paper packets will be provided based upon individual requests/needs. Google Classroom (and all of its components, such as Google Meet) is used to organize our lessons/subjects and make an easier transition to non-traditional instruction for parents and students alike. Our district has several Digital Learning Coaches who earn a stipend for assisting new teachers or teachers that have difficulty with technology to ensure appropriate instructional material is being delivered to students. The responsibility of the Digital Learning Coaches is to support modeling of content, co-teaching, and coaching to enhance technology-based instructional practices and productivity. Google Classroom and Google Meet allow for direct communication with parents and students. Our district ensures every parent knows what is expected of their child/children during N.T.I. days by explaining the process during our Tiger Tip-Off, which occurs every year before students' first day of class. Our goal is that any transition, no matter for what length of time, from in-person instruction to non-traditional instruction, is as

"seamless" as possible under the circumstances. To ensure the Barbourville Independent School District complies with all KDE regulations and requirements, we track and report the overall district student participation rate for each N.T.I. Day. We also track the percentage of teachers working on N.T.I. Days. Work samples from different grade levels and subject contents are kept on file by each grade level principal.

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.

Whether traditional or non-traditional instruction is being used, the Barbourville Independent School District is firmly dedicated to providing all students with I.E.P.s the services and resources necessary to succeed. As N.T.I. has now been a part of our district for several years, faculty and staff work with special education teachers and A.R.C.s to adjust the learning that the students will need if in-person instruction is not possible. The adjustments are especially required if N.T.I. is going to be taking place for two or more consecutive days. Parents of students with I.E.P.s can request either digital lessons or paper and pencil packets depending on the learning needs of their child/children. Students have access to software that allows for modifications and addressing individual learning needs. To facilitate a smooth transition for I.E.P. students during N.T.I. days, each A.R.C. discusses how non-traditional services will be delivered for each student during his or her annual review meeting. During the annual review, both instructional delivery methods/models (e.g., Google Meets, Google Classroom, Class Dojo, instructional videos, etc.) and contact methods (e.g., Google Classroom, email, google docs, phone calls, etc.) are discussed. The student's case manager documents documentation of services received during N.T.I. days.

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?

The Barbourville Independent School District currently does not have any English Language learners with a Program Services Plan. Still, if we were to have any students who fall under this designation, we would have the Digital Learning Coaches and resource teachers work with classroom teachers to ensure these students would have the resources needed to complete lessons. In an effort to ensure compliance, district administrators and the 504 Chairperson have been

provided with guidance on implementing any 504 plans during non-traditional instructional days. This guidance includes directions on the appropriate implementation of all 504 accommodations. Parents and students receiving 504 accommodations also have direct access to the District 504 Chairperson. Concerning students who are labeled as Gifted and/or Talented, the G.T. instructor works with the teachers to modify lessons to ensure students in the G.T. program receive the services needed. This generally doesn't apply when there are non-consecutive N.T.I. days. Still, in the event that the Barbourville Independent School District were to be taking multiple N.T.I. days in a row, the G.T. and general education teachers work together to address the needs of the G.T. population.

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

The stated goal of the Barbourville Independent School District is embedded within our vision and mission statement, which is as follows: "Believing in children and ensuring success, the Barbourville Independent School District shall promote academic excellence while fostering a love of learning and empowering all to become contributing members of a global society." During non-traditional instruction days, the administration, faculty, and staff at Barbourville Independent are working to have seamless instruction, a continued focus on the mastery of standards, being intentional when meeting the needs of individual students, and help keep students engaged in a rigorous curriculum while preparing them for their future. Barbourville Independent is dedicated to providing services effectively and efficiently, giving the district the resources necessary to excel during times of non-traditional instruction. Our goals help ensure all students are academically prepared for the next grade level and/or for transition after completing students' secondary education. We want to provide quality instruction occurs in the event in-person learning is not possible. Lastly, we believe a positive culture is vital, especially during N.T.I. days; thus, having instructors build positive relationships and trust with their students is an essential component of our continuation of learning during non-traditional days.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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