



2021-22 Phase Four: Continuation of Learning Plan for Districts  
(Implemented 2022-23 School Year)\_02202022\_22:55

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

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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.

Patrice Tucker Chambers April 15, 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?

Fulton County Schools will reopen all preK-12th grade classes at 100% capacity Monday through Friday. Fulton County will focus on building strong relationships with students. It is important for students to have positive interaction with teachers and other students. Our goal is to provide a system that will encourage social interaction while maintaining a healthy environment. All Fulton County teachers will incorporate digital platforms for instruction for in-person learning. Mobile labs have been created to allow students to accelerate their learning while being transported to and from home and school activities and during NTI days. Evidenced based programs will be purchased to ensure that all students will accelerate their individual learning. The protocols: Teachers will use some digital learning. Students will be able to use a district device for accessing high quality curriculum programs. Direct instruction will be delivered using technology, web based programs, learning strategies that address different leaning styles and needs. Some may be recorded to help students who need additional assistance in meeting the grade level standards due to learning loss. Google Classroom, CLEVER, and other methods of digital communication will be utilized for assignments and collaborative group activities for students' in-person and for NTI if needed. Multiple digital learning tools will be utilized for direct and NTI learning such as: Edgenuity, iReady, Amplify Science, Amplify ELA, Reading Street, Go-Math, Moby Max, Envision Math, Inspire Science, Coach Books, and Mastery Prep, as well as teacher created videos, lessons, assessments, and projects through CLEVER and Google Classroom. Teachers will follow established curriculum maps while focusing on key areas of the Kentucky Academic Standards. Teachers will embed interventions into the core curriculum to address learning gaps. Additional NTI Protocols: Teachers will provide a variety of

lessons during NTI that reinforces content learned in the classroom. Lessons will be aligned to the Kentucky Academic Standards and the grade level curriculum maps. Teachers will be expected to provide modifications for students with special needs. Teachers will include specific directions and examples of how to complete the assignment (i.e. math problem examples or correct grammar examples) that will be included with the assigned lessons to assist students and parents in understanding what has been assigned. o Instructions will be short and to the point o Examples will be included and desired outcomes will be included. o Examples might be sentence starters, paragraph outlines, note outlines, exemplars, leveled reading, math problems examples worked out, videos, or other supports to assist students in completing their assignments. Assessments may include discussion-based assessments, essays, project-based, and formative assessments. Teachers can be contacted for support through email, google docs, Teams, Zoom, or school phone depending upon the teacher and the reason for NTI. Teachers will grade assignments as they are received. Teachers will set the due date for NTI assignments and all assignments will be due on that day. Late work for NTI must be turned in within 3 days or at the discretion of the principal depending on the circumstances that caused the school to need to go to NTI. A plan for an academic help desk for students/parents to access during NTI is being developed for the 2022/2023 School Year.

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.

Fulton County School District (FCSD) will continue to identify, locate and evaluate students suspected of having a disability and needing special education and related services. At the same time, FCSD will be mindful that students have been displaced from their typical learning environment when initiating the referral process. Some evaluation procedures can be completed in remote learning situations. Some evaluations require in-person contact with students or observations of students in school settings. FCSD will conduct evaluations remotely and in-person while adhering to public health guidelines for the safety of students and staff. INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETINGS FCSD is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as video conferencing or by phone, Special Education teams will partner with families to determine the most practical format to conduct IEP meetings. DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES FCSD will continue to ensure that students with disabilities receive a free appropriate public education (FAPE). We will be

working to incorporate new health and safety precautions that must also be enacted while providing FAPE to students with disabilities. Because FAPE must now be provided consistent with the need to protect health and safety, there may be disruptions, delays, and/or changes in how services are provided. Even so, it is a district priority to ensure that students with disabilities have equal access to the same opportunities as their non-disabled peers. IEPs will continue to be developed and implemented based upon each student's unique needs and the learning environment chosen by the family.

**PROGRESS MONITORING AND REPORTING**  
Special Education teams will have in place consistent data collection and service log procedures for use across learning environments. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

**ACCOMMODATIONS AND MODIFICATIONS**  
Accommodations and modifications will be provided regardless of a student's learning environment. General and special education teachers will continue to collaborate in determining the appropriateness and success of a student's accommodations and/or modifications. The IEP team (general education teachers, special education, related services providers, and families) will work collaboratively to identify alternate solutions if it believes an accommodation and/or modification is not appropriate or successful in a particular setting.

**CONFIDENTIALITY AND STUDENT PRIVACY**  
Special Education and Related Service Providers may use digital platforms approved by the district for secure access. Families may provide consent to participate in tele-therapy sessions with providers when remote services are required. Families or other household members may observe or otherwise participate in distance learning opportunities. As with an in-person observation in a classroom, educators may set ground rules regarding non-students' presence during virtual instruction.

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?

FCS understands that any change to the learning environment has the potential to be a barrier for our learners. Consequently, we are training staff to identify and accommodate those students that would benefit from a 504 plan in a remote environment. All 504 support and meeting protocols have been developed for both in-person and remote options. Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to

discuss accommodation needs for students in both learning environments- in person and remote. We understand that some students with disabilities may not be able to wear a face covering for disability-related reasons. For these students, 504 teams will work together to determine reasonable accommodations. Additionally, we know that some students with disabilities are at higher risk of medical complications. On a case-by-case basis, 504 teams will convene to consider individual needs. As always, a parent may request a review meeting at any time. Gifted and Talented services will continue to be provided to students during both models of instruction. The GT department will continue to support schools, gifted learners, and their families in either an in-person or remote online environment. The GT Resource Teacher will be available to support families, staff, and students, both in-person and remote environments. • To maximize students' face-to-face time with teachers, GT Services will continue to be provided remotely to the greatest extent possible in either an in-person or remote/online environment. • We will continue to accept GT identification referrals and will review them as per the guidelines, though we may not be able to make determinations until we have a complete body of evidence. Universal screening will be done. • Gifted Student Service Plans will continue to be implemented by the classroom teacher with support from the GT resource teacher. English Language services will be provided to students during both models of instruction. The EL department will continue to support schools, EL learners, and their families in either in-person or NTI learning. Fulton County is committed to equity and will continue to provide high-quality services and programs for English language learners (ELL). Communication will occur in the parents' preferred language. The EL resource teacher will continue to provide direct services to students in collaboration with the classroom teacher. EL referrals will be reviewed per guidelines. EL service plans will be implemented.


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

The proficiency goal of achieving a goal of 45% proficiency in combined reading/math can only be achieved if every students is learning every day rather it is in person or during an NTI day. Ensuring that we have clear, concise instructions and exemplars of expected work along with easy to understand examples will allow parents to assist their students in their learning during NTI days. Ensuring that all special populations have their needed accommodations in NTI work is critical as well. Sending home interesting and interactive science lessons and social studies lessons will allow our parents and students to engage together in learning and assist us towards meeting our 45% proficiency in these content areas. The district has adopted a district wide writing plan and writing method that is easy to follow and has been introduced and reinforced with students so that they know how to

complete an ODW prompt. A training at the beginning of the school year by KDE Recovery Leader, Dr. Tom Stewart, is scheduled to instruct teachers on how to develop appropriate NTI lessons tied to grade level standards with clear instructions and expected outcomes. This will lead to a district wide reduction of novice from 47.5% to 30% by the 2024 assessment cycle.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 NTI Plan	Operation Plan includes NTI Plan	•