



2020-21 Phase Four: Continuation of Learning Plan for
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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 nontraditional 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 nontraditional 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 nontraditional 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):

"Nontraditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on nontraditional 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 nontraditional 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?

To seek the Commissioner's approval, pursuant to KRS 158.070 and 701 KAR 5:150, for the district's nontraditional instruction plan providing for a continuation of learning, please complete the following:

1. Please provide an overview of the districts vision for ensuring a continuation of learning when implementing nontraditional instruction.

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 instruction is not

feasible. The information in this plans also applies to students who are placed in quarantine and unable to attend school due to the covid pandemic.

2.a. How will instruction be delivered when in-person instruction is not feasible?

When in-person instruction is not feasible, 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. 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.

2.a.i. Does your district utilize a learning management system to make instructional design more adaptable?

Taylor County Schools uses Google Classroom as its primary learning management system, both for in-person and virtual instruction, that is teacher-paced. While our teachers were already using the google platform to house their curriculum and collaborate with their fellow teachers, this past year has helped all of our teachers from K-12 become proficient at using google classroom to manage their classroom instruction resources and assignments. This pandemic year has also helped our students and families become more comfortable with the google classroom landscape, which allows for a smooth transition from in-person to remote learning. For our self-paced virtual learners, we currently utilize the Odysseyware program but are researching other options that may be more adaptable for younger students.

2.a.ii. What are your delivery options for students with limited internet access (i.e. digital off-line) or who are off-line (i.e. paper)?

This has been an area that we have focused on this past year to serve all of our students better during NTI days. 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 year 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 approximately 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.

2.b. What will the district do to ensure a continuation of learning will occur when in-person instruction is not feasible and nontraditional instruction is implemented?

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. Therefore, when a non-traditional instructional day is called, teachers and students can continue right on with the lesson content that would have been taught in person. The Remind app has become an invaluable communication tool between teachers and families, so when last minute changes must occur, our teachers can inform families immediately.

2.c. How, if at all, will the district ensure a continuation of learning occurs for those students utilizing, for any reason, nontraditional instruction during time periods when the district may be offering and providing in-person instruction to other students?

Some students who have underlying health conditions that make them high risk for Covid may still require virtual instruction next year. We will be creating an online virtual academy to service these students. The online learning platform will be overseen by a designated staff member(s) at each building who will provide support and additional help to our virtual students. Currently, our district uses Odysseyware which provides curriculum from grades 3-12. We are working with other vendors to find an online learning curriculum best suited for our elementary students K-5. We monitor our virtual students closely and communicate with these families regularly to make sure all of their students' learning needs are met. In addition to our virtual learners, we will also continue to provide instruction to any students who are quarantined at home due to covid. These students will use resources and instructional videos uploaded to google classroom each day to complete assignments to be able to keep on track with their classes while on quarantine.

2.d. How will the district ensure a continuation of learning 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. If students are permitted to return back to school and the parents do not feel safe bringing them back, an ARC meeting will be held to develop a plan to meet that student's individual needs. ARC meetings would only be held if the parent of the child elected to deviate from the school district's primary method of instruction. If the school is utilizing a hybrid method, such as only bringing in half of the school's population, then special education students will be provided the opportunity to participate with in-person learning up to four days a week as part of our school districts plan to target our most at-risk population. 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. Special education students that receive related services (OT,PT,SLP) as part of their IEP can continue to receive those services virtually and/or in-person depending on the method that best meets the family's needs.

2.e. Please describe additional efforts necessary to ensure a continuation of learning 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 includes 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 bilingual instructors who communicate with our Hispanic families. 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 were also purchased in 2020-21 for families who could not afford Internet access at their homes. Our GT Coordinator provides 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.

2.f. How has the district coordinated with other educational entities (e.g. area technology centers, community colleges, other dual credit providers, regional schools, etc.) to ensure a continuation of learning?

Communication is key when coordinating NTI days with the other educational entities. We share students with the Central Kentucky Career Academy, Green County ATC, Campbellsville Independent Schools, and Campbellsville University. Superintendents consult each other often when making decisions that affect in-person instruction, and our district has a clear communication plan in place to ensure that all stakeholders are informed about NTI days. We utilize email, one calls, webpages, Remind texts, radio, and all of our social media platforms to provide clear and consistent communication about NTI days.

2.g. Please describe how teachers will instruct, support, and communicate with students when in-person instruction is not feasible in order to ensure academic progress as well as promote social and emotional wellbeing.

Teachers use a variety of methods to instruct, support, and communicate with students during non-traditional instruction days. The Remind communication

between teachers and families has proven to be an effective and powerful 2-way communication tool. Teachers will have scheduled google meets throughout the day that are recorded for students who are unable to attend the google meet or who need to watch it again if they have questions. Teachers also upload instructional videos to support the learning content for the day. 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.

2.h. Please describe what professional learning activities the district will provide certified staff to ensure they have the skills necessary to provide a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

This past year professional learning centered on the tools that our staff would need to teach virtually. Teachers honed their skills with google classroom and learned how to conduct google meets with students. We also provided our content teams with time to adjust and supplement their curriculum units to adapt to a virtual learning environment. As teachers became more accustomed to the virtual platform, they realized that they had additional professional learning needs to help them better engage their students in learning as well as handling both virtual and in-person instructional needs. School administrators and teacher leaders learned the importance of embedding professional learning throughout the year to address these needs with “just in time” learning sessions for teachers and instructional assistants. This year we will follow up on this training during summer professional learning sessions to create aligned and coherent instruction for all students to have the opportunity to learn at a high level. This will include reviewing standards, high-yield strategies and assessments in a traditional setting as well as techniques that can be implemented through virtual learning platforms. Teachers will also be trained with the most current technology updates available in the platforms used to teach students such as google and Nearpod. All new “add-ons” or extensions will be discussed as well as modeled so all teachers have the experience as a student and can apply what is learned in training as they are planning and teaching. This will be carried on throughout the year with ongoing “just in time” professional development during early release Friday by modeling strategies that can be used in a nontraditional setting, providing updates and surveying teacher needs to be successful in a distance-learning model.

2.i. Please describe the deployment of all staff when in-person instruction is not feasible and nontraditional instruction is implemented. This response should include all certified staff, especially teachers, and all classified staff. What duties will staff perform to ensure contractual obligations are met?

In most instances when an NTI day is called, employees have the flexibility to work from school or 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. 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 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.

2.j. Describe established partnerships with other community agencies that will increase opportunities for a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

This past year we have learned just how important support services are to our students and families. When in-person instruction is not feasible, we know that our students still have needs that we do our best to meet. This past year has shown us that flexibility, teamwork, and problem solving is key in continuing to provide services our students need. Family Resource Youth Service Centers - Our FRYSC staff are invaluable both before and during NTI days to ensure that our neediest students and families have their basic needs met when school cannot be in session. When a need arises, they coordinate the appropriate services with our various partners to make sure those student needs are met. When we know that an NTI day is imminent, our FRYSC staff goes into action making sure that our backpack students are sent home with food and supplies. Cardinal Kids Health Services - We partner with Taylor Regional Hospital to provide nurses and healthcare services in all of our schools. During NTI days, these services continue to be provided on an as needed basis. Caring for Kids Foundation - Our Caring for Kids Foundation provides support on multiple levels when in-person instruction is not feasible. They provide funds to help serve our students needs and also fund the instructional needs that may arise for our teachers. For example, this year the foundation has provided

blankets, heaters, food, headsets for google meets, class sets of math manipulatives for teachers, Mi-Fi's, and paid for internet bills for families who were struggling. KidSpot Counseling Services - We partner with KidSpot to provide counseling services to our students. When in-person instruction is not possible, these counselors stay at the ready to provide services to students in need. Food Service - Our food service program has been a blessing to our entire community this past year. When extended days of NTI must be used, food service will offer both pick-up and drop-off food deliveries for families. When we know that an NTI day is imminent, the food service team prepares take-home meals to send with students before they leave. Transportation Department- Our bus drivers also make themselves available on NTI days to deliver items to families in need.

2.k. What is the district's communication plan for parents, students, and community members when in-person instruction is not feasible and nontraditional instruction is implemented?

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).

3. How does the above nontraditional instruction plan providing for a continuation of learning relate to district goals?

The nontraditional instruction plan outline 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.

Taylor County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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