

# Nontraditional Instruction Program

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## Initial Application

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Revised October 2018

### **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.*

**District:** Jefferson County Public Schools

**School Year:** 2020-2021

**Please address the following completely, providing detail and data as appropriate and available.**

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## Instruction

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- 1. How will the district deliver instruction on nontraditional instruction days?**
  - **If the method is digitally-based, is there a specific learning management system (e.g. Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?**
  - **If the method is not digitally-based, please describe the instructional process.**

JCPS has designed a three-prong approach to engaging with students during nontraditional instructional (NTI) days.

First, JCPS created a NTI portal where students, teachers, and parents can access information. - <https://sites.google.com/jefferson.kyschools.us/jcps-nti/home>. Within the student toolkit, students will have access to digital materials and instructional activities to remain engaged in required coursework during NTI days.

Second, the District developed paper packets that will be available at feeding locations throughout the district and will be mailed to students as needed for periods of extended closure.

Third, the District developed choice boards for students at each grade level, P-12 that includes a variety of digital and non-digital learning activities.

**2. How will the district account for all students' access to online resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?**

During the 19-20 NTI period, approximately 20,000 devices were deployed to eligible students (i.e. students receiving free/reduced price lunch, students with disabilities, and English Language learners, and other disadvantaged groups). Assistive technology was also provided to students with disabilities as indicated in their IEPs. We anticipate providing more devices to eligible families with stimulus funding and as we build our technology infrastructure for the 2020-2021 NTI period.

Paper packets will also be available at feeding locations throughout the district and will be mailed to students as needed for periods of extended closure.

**3. What will the district do to ensure a continuation of learning from regular student attendance days will occur on nontraditional instruction days?**

The NTI portal provides students with access to google classrooms for each of their teachers with the required coursework to ensure continuation of learning.

In addition, each school is required to develop a NTI plan based on a common template developed by the District. The plan includes expectations and guidelines for teachers, students, and parents. It outlines strategies for ensuring compliance for students with disabilities and EL students, communication, and other resources.

Each school included responses to the following questions –

1. What will be the consistent components for student learning experiences in your school?
2. How will you ensure the focus is on the most essential standards and skills?
3. How will you ensure continuity of learning?
4. How will you provide practice opportunities?
5. How will you provide choice in the types of learning experiences provided?

Below is an example from an elementary school plan that includes their expectations for students and teacher experiences.

Student Experience Guidelines –

- Should be flexible to accommodate for multiple computer users (i.e. teachers should video lessons in case students cannot access at the time taught)
- Should be a blend of both digital and hands on/non-digital activities - and should provide options for students with no computer or internet access
- Should be reasonable and manageable to complete, without relying on assistance at home
- Should be authentic, relevant, and personalized to the extent possible
- Should be based on the most essential skills and standards
- Should include choices through JCPS Choice Boards and/or in other ways

- Should include opportunities to talk with teachers and receive meaningful feedback toward continuous improvement

#### Teacher Experience Guidelines -

- What is the most important content left for students to learn this year? Start there and prioritize. Also, consider which standards and skills can be successfully learned in the current context.
- Keep it simple. You can do this well with just Google Classroom and one video delivery tool, like Google Meets.
- Activities should have options for completion on-line or on paper.
- Progress monitoring and feedback is the key. Embed practice and “check-ins” for students to get feedback.
- New tools/new content should not be assigned without direct instruction and practice opportunities - just like in face to face instruction
- Think like a coach. The goal is to move all students forward through meaningful feedback.
- Think about ways to collaborate with colleagues to embed multiple standards into one, meaningful learning experience. Each course/content area doesn’t have to create assignments in isolation. For example, could you organize learning for a period of time around a guiding question that provides opportunities for multiple content areas and standards?
- Think about how you might use the Choice Board approach or how you might provide choices in other ways.

All 19-20 NTI school based plans are stored in a google drive and are available for review. Schools will update their 19-20 NTI plans for the 2020-2021 as needed.

#### **4. Please explain how the district will ensure implementation of Individual Education Programs for students with disabilities, including how the students’ Admissions and Release Committees will be involved in planning for and making decisions related to the participation and needs of students with disabilities on nontraditional instruction days.**

Teachers in Jefferson County Public Schools (JCPS) are using Google Classroom to provide instruction to students during NTI. Students also have the opportunity to utilize learning packets during NTI. All teachers will provide Supplemental Aids and Services (SAS) to students aligned with their IEP, either digitally or through paper packets. The district provided digital resources to teachers to modify and accommodate work and instruction for students. The district has provided teachers with guidance from the Council of Administrators of Special Education regarding packets of instruction and e-learning/distance learning. Each school has created a plan for NTI. This model will be replicated for the 20-21 school year NTI period as needed.

Special Education teachers will individualize the implementation of Specially Designed Instruction (SDI) based on the needs of the student. The teachers will ensure that SDI is accessible and reasonable in their learning environment. They will ensure appropriate SDI focused on the student's IEP goals. Teachers will provide appropriate instruction and work with families to create manipulatives and other SAS. Teachers will document what they provide to the student, how they individualize to meet the needs of the student, how they provide information to parents on the expectations and how to support the student, and how the student responds. Assistive technology will also be provided to students with disabilities as indicated in their IEPs.

Co-teachers will communicate frequently and create common lesson plans. Special Education Teachers will document co-teaching service as they document all other services.

ECE Implementation Coaches (ICs) will communicate with teachers frequently and provide parents/guardians with opportunities to meet as an ARC. Teachers will communicate with parents/guardians frequently and will help determine if the ARC needs to convene sooner than scheduled. ICs will make multiple attempts to contact parents through various means to schedule ARCs. ICs will continue following Kentucky Administrative Regulations (KARs) and JCPS Procedures for ARC Meetings and have access to language services to communicate with families who speak a language other than English. ICs will convene fully constituted, virtual ARCs. ARCs will make individual determinations related to the needs of the student. If a student fails to participate in NTI, the teacher will request an ARC meeting to determine needs and develop a plan for participation.

**5. Please explain how the district will ensure the implementation of other student-specific plans, including Program Services Plans for English Learners, 504 Plans, and the Gifted Student Service Plans for students who are gifted and talented.**

JCPS recognizes the obligation to ensure that students identified under Section 504 of the Rehabilitation Act of 1973 will have equitable access to learning opportunities provided to non-disabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student is being provided the accommodations outlined in their 504 Plan.

To ensure compliance, building administrators and Section 504 chairpersons have been provided with guidance pertaining to the implementation of Section 504 during nontraditional instruction days. This guidance includes directions on the appropriate implementation of 504 accommodations along with the facilitation and documentation of Section 504 meetings. In addition to this guidance, building administrators, Section 504 Chairpersons, and parents have access to daily support from the district Supervisor of Section 504 Implementation.

The District also provides specific examples of resources especially applicable to non-traditional instruction for meeting the specific needs of ELL and GT students. There is a specific link for ESL PreK-12 resources available on the parent/guardian toolkit website. ESL Resource Teachers adapted the student choice boards with EL specific scaffolds to grade level content standards. JCPS translates the choice boards for students needing oral native language support, which provides access to parents in helping their child. Oral native language support is an instructional accommodation on the PSP. ESL Resource Teachers participate and collaborate with the digital learning team to provide sessions on supporting EL students during the NTI status. ESL Resource Teachers also hold regular check-ins and meetings with ESL teachers and BAIs to support lesson ideas and student-specific needs.

Each school provides a plan for instructional support for students with specific Program Services Plans. Each school in JCPS has a GT Lead that is instrumental in working with school counselors. Gifted Leads are responsible for reaching out to GT students within the building and for working with teachers to support the more advanced learning experiences for GT students. Additionally, students received Choice Boards with experiences designed to stretch students thinking and learning in their areas of giftedness. The district has provided online professional learning experiences for teachers to support the inclusion of

GT strategies for students during NTI instruction and for small group experiences. The district has monitored support for GT students through the GT office.

There are also resources on the teacher and student toolkit website focused on Advance Placement course support. In addition, the Assistant Superintendents monitor schools and seek assistance where needed for specific needs.

This model will be replicated for the 2020-2021 school year NTI period as needed.

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### *Documentation*

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**6. How will information on student participation be gathered on nontraditional instruction days?**

JCPS will follow the same procedure that was used for the NTI period during the 2019-2020 school year. JCPS will utilize the new Infinite Campus (IC) gradebook module for tracking NTI participation. The District has developed a guidance document for schools regarding student participation. In addition, the District has developed three reports (school, teacher, and student level) in IC to help support schools in monitoring participation.

**7. How will information on staff participation be gathered on nontraditional instruction days?**

JCPS will follow the same procedure that was used for the NTI period during the 2019-2020 school year. Time/attendance reports from MUNIS will be used to document staff participation on NTI days. IT has developed a report (IT Report #4030) that pulls data from MUNIS and shows the percent attendance for teachers by schools (excluding personal, emergency and sick days).

**8. How will evidence of learning be gathered on nontraditional instruction days? For example, evidence may include LMS reports, formative or summative assessments, projects, etc.**

JCPS will follow the same procedure that was used for the NTI period during the 2019-2020 school year. The District developed a system to collect evidence of learning from each level over the course of an extended period of NTI. Each Assistant Superintendent coordinates with a group of their schools to provide lesson plans and associated student work across a variety of grade levels and content areas. This information is available in a District google drive. Below are examples of lessons plans for each grade level (elementary, middle, and high).

Slaughter Elementary School – 2<sup>nd</sup> Grade Reading (choice board)

- Learning Target – Standard RL.2.10: I can use a variety of comprehension strategies to read, comprehend, and analyze text
- Assignments – Reading Literature (Comprehension)
  - Lesson 1: Asking questions (monitoring)
  - Lesson 2: Answering questions (inferencing)
  - Lesson 3: Retelling (story structure)
  - Lesson 4: Character Response (perspective)

- Independent reading – 20 minutes per day/100 minutes per week
- Lexia – 20 minutes per day/100 minutes per week

#### Western Middle School – 7<sup>th</sup> grade Science

- Standard: LS1-3: Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells
- Learning Target: I can analyze data to construct an explanation about how human organ systems interact
- Lesson: Students this week will review knowledge they have learned over cells and connect it to organ systems and their overall function. Students will create a presentation and submit on google classroom. I have included resources, notes, and online science world articles to assist them with the task. The end of the week, students will take an online quiz to assess their master of the content.

#### Central High School - 11<sup>th</sup> grade Social Studies (choice board)

- Essential Question: Why did the United States need a Civil Rights movement in the 1950's and 1960's if America is founded on freedom and equality?
- Choices –
- Amendments - 13th, 14th, and 15th Amendments affected Blacks in America more than any Amendments. Along with this video and the link above you will be able to answer all questions on this worksheet
- Sit-ins – North Carolina A&T, Fisk University in Nashville videos- Write a paragraph on each video. What are your reactions and how do you feel after watching these videos.
- Bloody Sunday - Selma, Alabama. The march across Edmund Pettus Bridge was a very pivotal event in the Civil Rights Movement. WHY? Take and submit notes as you watch this video
- Children's Crusade - Very Powerful video. As you watch this event take notes. Then write a newspaper article using your notes. I have include a free google template you can use.
- Court Cases - Who, What, When, Where, Why - Browder vs Gayle, Brown vs Board of Education, Dred Scott vs Sandford, Morgan vs Virginia, Plessy vs Ferguson
- Freedom Riders - Create a Google Slides or a timeline explaining what happened in these cities during the Freedom Rides - Atlanta, Georgia; Montgomery, Alabama; Birmingham, Alabama; Anniston, Alabama; Nashville, Tennessee; Jackson, Mississippi; Washington, D.C.; Baton Rouge, Louisiana
- Churches - These churches played significant roles during the Civil Rights Movement. Answer the following questions. 1. City and State Location; 2. Who was the Pastor; 3. What happened or why is it important to the Civil Rights Movement
- Interview - Reach out to a relative within your family that lived through the Civil Rights Movement time period. Interview your love one using this these questions.
- Little Rock Nine or Montgomery Bus Boycott - Choose one and fill in the worksheet. Remember to mark the one you choose.

Additional information about lesson plans by teacher at each school can also be found on the JCPS NTI portal.

**9. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or nontraditional instruction to students.**

The JCPS NTI teacher toolkit provides professional development opportunities for staff. This portal offers both on-demand video support as well as a virtual training schedule on a variety of topics (i.e. using google, creating choice boards, teaching guided reading remotely, implementing ECE strategies).

The toolkit website is comprised of three sections:

1. instructional toolkit - contains information on topics such as technology resources, equity, CTE, AP
2. core digital toolkit - contains information on how to use google tools
3. digital agility toolkit - contains information on certification programs (i.e. google, apple, microsoft)

Lastly, there is a link for technical support for JCPS employees where they can receive assistance via LIVE chat and video support -

<https://sites.google.com/jefferson.kyschools.us/jcpsit3/employee-support>.

As a note, there is also technical support for students and families through the NTI portal. This model will be replicated for the 2020-2021 NTI period.

**10. Please describe the deployment of certified school staff on nontraditional instruction days and describe how they will fulfill their contractual obligations on these days (e.g. access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).**

JCPS has developed NTI guidelines for teachers to ensure that they fulfill their contractual obligations. Below is a list of the approximate hours and tasks to be implemented during NTI:

3.5 hours for -

- Collaborative Team Planning
- Time for teachers to plan, record mini lessons, make Google Classroom assignments, provide specific written feedback, etc.
- Professional Learning Time (with the understanding that teachers will always be provided contractual time for planning within the three-hour window)

3.5 hours for -

- Time for teachers to be available for students and parents to reach out with questions and support
- Time for teachers to reach out to students and families
- “Office” hours - time for teachers to meet with individual and small groups of parents and students, keeping in mind the need for confidentiality when working with small groups
- Additional opportunities for teachers to interact as coaches of learning and provide specific feedback

- 11. Please describe the district's plan for classified school staff on nontraditional instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that how and when they will make-up these days.**
- If food service staff is working on nontraditional instruction days, please describe the district's plan to cover these costs since no federal food service reimbursement will be granted on nontraditional instruction days.**

JCPS has developed recommendations for each staff role group for schools to use in their school-based NTI plans. These recommendations can be found in the District NTI Plan template. Some examples by role groups are provided below.

#### **Classified Support Staff (Secretaries/Clerical/Instructional Assistants) Role in NTI**

- Clean up duplicates and errors in Infinite Campus
- Contact Sub Center to ensure subs that hit their 21<sup>st</sup> day are counted for the long-term assignment
- Receive phone calls for the school and route them appropriately
- Call and check with families that are not showing up online
- Point of contact for students or parents with technical issues, answer questions about assignments
- Collaborate with assigned teachers to support instruction (if they have devices and internet)
- If school has a plan for collecting papers/packets, review materials and notify teachers of completion of work
- Use phone to remain in contact with students to support them with choice boards
- Assign one support staff per grade level to support teachers with formative assessments (can be used for attendance and feedback on student engagement)
- Call students who didn't submit digital work or engage with teachers or IA by phone (use Google Voice). Log student interaction to document demonstration of learning.

#### **Mental Health Practitioner Role in NTI**

##### **Student Support:**

- Provide individual and group counseling to students using audio and/or video platforms
- Provide counseling assignments and visual supports to help with social-emotional development
- Provide de-escalation to students via video and/or audio platforms.
- Provide counseling to students who have counseling as a related service on their IEP where the MHP is the service provider
- Provide check-ins with students who need tier 2 and 3 supports.
- Provide crisis counseling

##### **Parent Support:**

- Contact parents of their regular counseling caseload students to provide means of communication, session dates, times, and confidentiality issues
- Provide resources for parents that are relevant during NTI
- Be available to parents who need assistance or support
- Assist parents with accessing community partners when additional supports are necessary

##### **Staff Support and Collaboration:**

- Collaborate with administrators and teachers regarding student mental health needs
- Provide strategies for teachers that will support academics, such as help with emotional regulation or loneliness.
- Provide resources to support staff during times of uncertainty, such as on self-care or stress management



## **Family Resource Youth Service (FRYSC) Role in NTI**

- Support Administrators in removing non-cognitive barriers to learning.
- Collaborate with all stakeholders.
- Connect with other community resources.
- Contact parents without email addresses in Infinite Campus.
- Assist families that do not have internet access.
- Facilitate/assist parents to sign up for text, email notifications via messenger and parent portal to access grades.
- Communicate and assist families with how to access district chrome books
- Support school-wide efforts for effective communication to families during NTI.
- Provide academic resources on ways to connect learning to the Backpack of Success Skills.
- Communicate with teachers and reach out to any families whose students are not participating once NTI begins to identify and remove barriers.
- Check on students' well-being and follow up on students that need additional supports (this should be in partnership with teachers in order not to duplicate supports and messages).
- Provide support and assist with ensuring paper packets -to ensure equity.
- Communicate/share transitional information to students in Pre-K, K, 5th, 8th and 12th grades.

If the USDA continues to provide waivers, JCPS anticipates providing meals during the 20-21 NTI period using a model similar to our 19-20 NTI period. If no waivers are available, JCPS will provide as many food service operations as possible based on the availability of general funds.

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### *Partners and Shareholders*

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- 12. Please describe any relationships your district has with educational agencies that are external to your district in which your students attend on a part-time or full-time basis (e.g. Area Technical Centers, regional schools such as iLEAD and Owensboro Innovation Academy, private schools, etc.). What considerations for nontraditional instruction days will need to be discussed and agreed upon between partnering institutions?**

JCPS will work closely with post-secondary partners in which students are enrolled for dual credit on critical issues such as (1) grading, (2) ensuring students have both devices and internet access to complete their courses, and (3) adjusting academic calendars and deadlines as needed.

JCPS will also collaborate with foreign exchange agencies to address any potential needs of foreign exchange students during the 20-21 NTI period.

**13. How were shareholders (i.e. students, teachers, administrators, parents, community members, etc.) involved in the development of the district's nontraditional instruction plan?**

There were two primary teams that worked to develop the District's NTI plan for the 19-20 school year - 1. instruction and 2. device deployment. The instructional team consisted of a few key subcommittees - 1. Teaching and Learning, 2. High School, 3. Teacher's role, 4. Communication, 5. Documentation, 6. Principal's role and 7. Grading. For each of the subcommittees, there were teacher representatives identified by the Jefferson County Teachers Association. In addition, Chrystal Hawkins, our Title I Specialist for Parent Engagement, worked with families to provide input and feedback as we developed our plan. The primary components of the 19-20 NTI plan will be available to be utilized for the 2020-2021 NTI plan.

In addition, JCPS is surveying students, parents, and teachers about their 2019-2020 NTI experiences in the areas of communication, well-being, instruction, and digital access. The survey results will be used to inform improvements for the 2020-2021 NTI period.

**14. What opportunities exist for community partners to be engaged in nontraditional instruction days?**

Community partners have been able to provide a strong support network for students during NTI. JCPS set up a student device access fund where several businesses and individuals contributed monetary donations to purchase Chromebooks. The digital innovation liaison from the City of Louisville was instrumental in building a bridge to tech companies that helped JCPS secure thousands of WiFi hot spots for students lacking internet access.

We have partnered with and will continue to work with the Louisville Free Public Library and Neighborhood Choice to distribute hundreds of free books to students at multiple feeding sites across the district. Community partners have also donated several items that will be given to families (personal hygiene items, art kits, and school supplies). Additionally, to further keep community partners informed, we have added them to our communication email blast and information is also being translated in multiple languages.

JCPS has a strong partnership with the National Center for Families Learning and with the Metro United Way of Louisville. These partnerships have provided extensive support in working with parents to ensure they are partners in learning during NTI. Each entity has provided books, instructional resources, and some technology support. Additionally, JCPS has several partners supporting professional learning to teachers. Gale, which is a system for databases, has partnered to provide high-quality instructional resources for teachers, NWEA has continued to provide PLC support for instructional planning and design to match student needs to personalizing their instruction during NTI, the University of Louisville has support student teachers with JCPS leaders so that these teachers learn to provide instruction during NTI, and UK Next Gen has continued learning support for district teams in implementing deeper learning strategies through NTI.

During the 2020-2021 NTI period, we will continue the partnerships listed above and reach out to more community partners to provide additional opportunities to encourage, motivate and elevate our students through additional online supports, ease of access to the internet and continued family engagement experiences.

- 15. How will the district relay information about nontraditional instruction days to students and families? For example, information may be communicated through Facebook, Twitter, district websites, local news outlets, etc.**
- In what ways will the district highlight the successes in instruction and learning on nontraditional instruction days?**

The JCPS Communications Division developed and implemented a number of strategies to communicate with families during the 19-20 NTI period, including the following key actions:

1. Managed the 313-HELP line where families could call the District for assistance in a variety of areas;
2. Provided direct communication to eligible families to request digital assistance;
3. Provided strategic communication across platforms with families and employees about closure and NTI; and
4. Implemented social media ads and traditional earned media for NTI
5. Direct text messages and emails shared with families with continued updates throughout the process.
6. Offered communications in multiple languages.

We have generated dozens of success stories and direct messages from our Superintendent throughout the course of NTI. Our videos have had more than 600,000 views across all social media platforms since our physical buildings closed on March 13. We continue to have a positive news story about NTI in our local media almost daily.

In addition, each school's NTI plan includes strategies for how staff will communicate with students and families. This model will be replicated for the 2020-2021 NTI period.

We certify that this application was reviewed and approved by the Jefferson County Public Schools  
(School District)

Board of Education at a regular meeting of the Board on May 26, 2020  
(Date)

Superintendent

Local Board of Education Chair

Date

Date

Completed applications should be submitted to the SharePoint site.

If you have any questions, please contact Steve Kissinger at [steven.kissinger@education.ky.gov](mailto:steven.kissinger@education.ky.gov).

**To have an application considered for implementation at the beginning of the upcoming school term, the application must be submitted to KDE at least one hundred and twenty (120) days prior to the beginning of the school term.**