



A NEW WAY FORWARD

Next Steps

Jefferson County Board of Education
April 20, 2021



VIRTUAL PROGRAM SUMMER SCHOOL PAPER-PENCIL CURRICULUM INFORMATION

**Your path.
Your future.
Your way.**

ACTIVATING POTENTIAL
IN ONLINE LEARNING



Notebook

**Virtual School
Grades 6-12**

VISIONING A **BOLD** FUTURE: THE WHAT

- **RE-THINKING** student access to learning outside of a traditional classroom setting (hybrid, dual credit, after-school tutoring, etc.).
- **PROVIDING** students personalized instruction utilizing best practices in synchronous (Live) and asynchronous (on-demand) instruction with progress monitoring.
- **EXPANDING** course offerings to meet the needs of ALL students with credit accumulation, credit acceleration, and credit recovery.
- **ENSURING** students who struggle (home hospital, working teenagers, families with health issues/concerns, or who exceeded) can find a home at the virtual school.

**Virtual School
Grades 6-12**

VISIONING A **BOLD** FUTURE: THE HOW

- **DEVELOPING:** an innovative name, brand/logo, mission/vision statements and corresponding handbooks for staff and students.
- **INFORMING:** This is a first choice school. *Students who choose this option will unenroll in their current school and enroll in iSchool.* Host sessions to inform parents and students who may be interested in enrolling. Conducting a virtual family orientation for those who enroll.
- **STAFFING:** work with union partners to develop teacher schedules, staffing, and logistics.
- **TRAINING:** develop a training program specific for a virtual school setting to be conducted by experts in the field.

**Virtual School
Grades 6-12**

VISIONING A **BOLD** & EQUITABLE FUTURE:

- **ENGAGING, CHALLENGING, & CULTURALLY RESPONSIVE CURRICULUM**
to increase student learning.
- **PROFESSIONAL DEVELOPMENT & SUPPORT** to address cultural competence, racial trauma, and implicit bias for teachers and staff.
- **ROBUST STUDENT SUPPORTS & SERVICES:** to address academic, social-emotional, and family needs
- **STUDENT & FAMILY ENGAGEMENT:**
to build a school culture of shared learning, inclusion, and community

Virtual School
Grades 6-12
Ensuring Racial Equity

Supplemental School Year Program

- SBI28 was signed into law by Governor Beshear on Wednesday, March 24, 2021.
- The program allows students to “request to use the 2021-2022 school year as a supplemental year to retake or supplement the course or grades the student has already taken.”
- Any student enrolled in grades K-12 during the 2020-21 school year may submit a request.

Supplemental School Year Program

- A retaken high school course does not count toward graduation unless the student failed the original course.
- Retaking a course shall count towards full-time enrollment for the student.
- There may be a temporary program for graduated seniors for the 2021-2022 school year. Additional credits or certifications will be received only if the student remains enrolled and completes course.

Supplemental School Year Program Athletics

- High school students will have one additional year of eligibility; if a student is 19 years of age before August 1, the student will not be eligible for the additional year of athletic eligibility.
- From the NCAA Initial Eligibility Center:
 - *In Division I, if you do not graduate on time (in four years/ eight semesters), the NCAA will still use grades and coursework for the first four years for certification.*
 - *Students will still need to provide proof of graduation and may not use any coursework taken after high school graduation toward certification.*
- For this reason, prospective NCAA athletes should be referred to material such as the *Guide for the College-Bound Student-Athlete* and the *NCAA Eligibility Center COVID-19 Response FAQs*

Supplemental School Year Program Key Dates

April 15	Information shared with families about how to sign up electronically for supplemental year
May 1	Deadline for parent/guardian of a student to submit a request.
June 1	Deadline for Board to determine participation, and if district will include a temporary program for graduated seniors.
June 16	Deadline for submission of an implementation plan to the Kentucky Department of Education (KDE).*

*KDE continues to provide guidance to districts

Supplemental School Year Program

Ensuring Racial Equity

During the Fall semester of the 2020-21 school year, in comparison to White students, Black and Latino students:

- Had lower attendance rates
- Failed at least one course more frequently

The voluntary supplemental year could provide an opportunity for students to recover lost learning including:

- Opportunities to meet grade level standards for students in early primary.
- Learning acceleration, grade/credit recovery in upper elementary, middle, and high school.

The American Academy of Pediatrics recognizes insufficient sleep in adolescents as a public health issue, endorses the scientific rationale for later school start times, and acknowledges the potential benefits to students with regard to physical and mental health, safety and academic achievement.

- American Academy of Pediatrics

Learning Time

What the Research Tells Us

Schools that have a start time of 8:30 a.m. or later allow adolescent students the opportunity to get the recommended amount of sleep on school nights: about 8.5 to 9.5 hours. Insufficient sleep is common among high school students and is associated with several health risks such as being overweight, drinking alcohol, smoking tobacco, and using drugs – as well as poor academic performance.

- Center for Disease Control and Prevention

Learning Time

What the Research Tells Us

Increased instructional time is an effective strategy to support student learning

Current discussions include consideration of adding instructional days to the calendar

Current discussions include supporting key transition years, proposing staggered start dates:

- Grades K-2, 6, and 9 report
- Then, all other grades report (ES, MS, HS)

Learning Time
Considerations

- 2018-2019: 22,554 students were chronically absent (missed 10% or more of school year)
- Current earliest bus stop time: 5:39 a.m.
- If all MS/HS students were back in school, 13,546 students would have a bus stop time before 6:45 a.m.

Learning Time

Considerations

- When school start times are moved later, not only do rates of tardiness, truancy, absenteeism, and dropping-out decline, but improvements in academic achievement are nearly twice as high in students from economically disadvantaged homes
- Families with fixed work schedules or lacking transportation aren't able to help their kids if they miss the bus and thus put their children at risk of tardiness or absence.
- As a result, children from disadvantaged backgrounds not only risk higher rates of tardiness and truancy, but also higher rates of dropping out of school - potentially increasing the achievement gap.
- More instructional days would help mitigate learning loss that students, particularly students of color, may have experienced due to the pandemic.
- There would be more opportunity for social-emotional and trauma-informed for students, particularly students of color.

Learning Time
Ensuring Racial Equity

FEEDBACK & QUESTIONS