

Newport Independent Schools

2021-2022 Continuation of Learning Plan

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

Newport Independent's vision for continuation of learning during times of nontraditional instruction begins with equitable and accessible learning to all students with a goal of 100% participation. By providing multiple methods for participation and engagement nontraditional instruction will provide continuity of the ongoing learning plan. Our ultimate vision is for nontraditional instruction to be a natural extension of the classroom and school wide learning environment. Through high quality instruction and learning at home- focused on Kentucky Academic Standards (KAS) in an online learning environment when possible, students will have access to their classroom.

Students in need of access to live instruction and products within the learning management system will have access to resources such as hot spots, wi-fi access within the community, and open locations within the district when appropriate. With educators performing high levels of pre-planning and preparation of students for non-traditional instruction, students will have an extension of the learning experience, not new learning during these short windows. Educators will have continued training and ongoing instructional technology support for online learning pedagogy and best practices. Communication and training opportunities will be offered for our families to provide clear and concise expectations to increase student engagement and participation. Newport Independent's Continuation of Learning Plan will include the provision of additional time and resources to engage all students when learning extends past the initial NTI instructional day.

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

When in-person instruction is not feasible, three different approaches will be utilized to meet the needs of the learner and the family: digital, project, and packet. NTI instructional days will consist of work that students can complete independently, with minimum assistance from parents and/or teachers. Professional learning communities, PLCs, will collaborate in advance to design instructional digital lessons and print instructional materials aligned to the K-12 Kentucky Academic Standards (KAS). Assignments will focus on the KAS per content level. Assignments will provide opportunities for reinforcement, remediation, and enrichment.

Newport Independent Schools is a 1:1 district. Grades K-8 have iPads and grades 9 -12 have MacBook Airs; therefore, the primary focus will be on providing a digital approach for the

majority of our students. Grades K-12 will use the learning management system Google Classroom as the main digital platform. Using a digital approach will include the use of pre-loaded instruction and materials for offline participation. All platforms used for NTI are being utilized during traditional instruction to maintain consistency for the student.

The project approach will be utilized for students in both the digital and physical format and will be geared toward CTE, related arts, and science coursework.

Packets- print instructional materials will incorporate physical copies of lessons that are sent home with students immediately prior to the use of NTI. Packets-Instructional print material assignments will be provided to students who are experiencing internet access or technology issues. Student workbooks from core programs/aligned to standards, library book checkout and/or self-selected classroom library books with readers'/ writers' notebook/reflections.

Also, the district will utilize other evidence-based online resources to support instruction and intervention. Resources currently used during “traditional” instructional days to be incorporated during non-traditional learning listed below include optional resources, but not limited to using:

- Grades 7-12 Options: IXL, USA Test Prep, NoRedInk, Brainpop, Reading Plus, STEMscopes, enVisions/Pearson for Math, myPerspectives for English, READ 180
- Grades 3-6 Options: IXL, Lexia, Reading Plus, ST Math, STEMscopes, enVisions for Math, Wonders for Reading, System 44/READ180
- Grades K-2 Options: STEMscopes, enVisions for Math, Wonders for Reading, BrainPop, Lexia, DreamBox, Scholastic Online learning materials

The district’s Newport School of Innovation (A5) and Newport Regional School (A6) will deliver instruction through the Edgenuity Learning Management System in consistency with traditional instruction.

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

Newport Independent Schools utilize Google Classroom as a Learning Management System (LMS) in grades K-12. Updated roster data is imported from Infinite Campus nightly and students are automatically added to the appropriate classes. Teachers are able to post lesson details, resources and provide student feedback through Google Classroom. Students, in turn, submit completed assignments through Google Classroom for review. By using the capabilities of the Google Suite for Education and integrating additional tools, add-ons, programs, and software extensions in Google Classroom, teachers are able to adapt instruction to engage students in both in-person and remote learning environments.

The Newport School of Innovation (A5) and Newport Regional School (A6) use Edgenuity Learning Management Systems for all content and progress monitoring. This is a self-paced, all-inclusive platform.

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)?

Newport Independent Schools is a 1:1 district that provides devices and chargers to all K-12 students. Grades K-8 have iPads and MacBook Air devices are provided to students in grades 9 - 12. All K-12 students utilize their devices during traditional instruction and at home on a regular basis to maintain consistency during NTI days. Also, all students take home and return daily with school issued devices.

The district conducts an annual Digital Readiness Survey, included in the student's AUP form, that requests information pertaining to collect student home access information. The 2020-2021 data indicates that 85.5% of students have internet access at home capable of having a good experience watching a YouTube video. In addition to referring students to free or low-cost home internet opportunities available from United Way and other organizations, the district has invested funding to purchase a number of Kajeet SmartSpots to provide internet access to students in need. We currently have 68 Kajeet Smart Spots. There are currently 97 active families with service through United Way/Cincinnati Bell. The district utilizes all resources to ensure that students have access to digital learning during traditional and non-traditional instructional days.

Teachers will assign learning opportunities and deliver feedback via electronic devices for students who have Wi-Fi access. Prior to implementation of NTI days, students will be instructed by teachers to enable Google to work offline. Emergency NTI day materials will be preplanned and prearranged to work offline with submission upon return to school or return of internet access

Students who do not have internet access, equitable instructional materials will be made available. During PLCs, teachers will develop packets of printed instructional materials for NTI days that align with daily classroom instruction and standards. Identified students will be given these resources to take home in preparation for an NTI day. Also, printed materials will be available at the school for pickup or delivered to students by a staff member on a non-instructional day.

Building administrators will conduct a mock NTI day assignment at the beginning of the school year and at the start of the second semester to survey students and parents on access and technology issues. Students with access/technology difficulties will be contacted to provide resources to eliminate the barrier(s). Also, these students will be given the printed instructional materials in-case the issue(s) are NOT addressed prior to the implementation of a non-instructional day(s).

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 and building administrators have developed expectations for NTI assignments and lessons to ensure a continuation of learning that is congruent to the grade/content level standards. All established systems will be monitored by the school and district leaders to ensure a continuation of learning will occur on nontraditional instruction days.

Instructional materials provided for NTI Days will be a continuation of current learning/lesson plans that are aligned to current pacing guides along with a review of previously covered standards and curriculum. Administrators will maintain ongoing review of assignments to ensure quality, quantity, and curriculum alignment through providing assistance and feedback to teachers through PLC work that will continue either face to face or virtually during NTI Days.

Students will be engaged during traditional instruction with in-person instruction utilizing skills, materials, and format of NTI plan to ensure students understand what is expected. Structured grade-level learning will be directed and supported by the teacher. The district is recommending a maximum time for the instructional synchronous day which can be distributed throughout the NTI day.

- K - 1st Grade: (45 minutes)
- Grades 2 - 3: (60 minutes)
- Grades 4 - 5: (90 minutes)
- Grades 6 - 12: (30 minutes per subject area, 3 hours maximum)

Teachers of diverse populations, including students with disabilities, ESL and GT, will ensure students do not have a gap in services and they are provided specially designed instruction based on students' individual plans. Interventionists will continue to provide intentional identified instruction to meet the needs of the students.

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?

Newport Independent Schools will utilize non-traditional instruction for individual students or groups of students as a continuation of learning when all schools in the district are providing in-person instruction. The district will establish a process of analyzing the incident, determining the qualification of providing non-traditional instruction as an option, and the expectations for non-traditional instruction.

We have currently identified incidences that are acceptable for a student or a group of students to participate in learning outside of in-person instruction. In the event that a student would be

quarantined due to a health issue that would put the individual student at-risk or other's in the individual school/district at risk a student may be identified within a quarantined group type and participate via non-traditional means. Student's who are not actively exhibiting illness symptoms would utilize the continuation of the learning plan including print instructional materials and synchronous and asynchronous instruction. Students enrolled in an online and virtual school model not exhibiting illness symptoms would continue through their model.

When traditional instruction is occurring and students have received the consequence of an out of school suspension those students will continue to engage with instruction and provide evidence of learning through a virtual model. With regard to suspended students, Non-Traditional Instruction days are considered instructional days and, accordingly, an NTI day counts in the total days out of school. While the student attendance day is a suspension day, the student will have the opportunity to not miss needed instruction. Students within our A6 School- Newport Regional School will have a continuation of learning during mandated lockdowns for all students incarcerated at the juvenile detention.

Students receiving approved Home Hospital instruction will receive instruction based on their home hospital plan and the schedule for home and hospital visits will be maintained as normal. In addition to the required hours of instruction students will have access to virtual instruction and will continue to have access to all materials within the learning management system, including each course's google classroom.

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.

Newport Independent Schools will provide a continuation of learning for students identified with special needs when in-person instruction is not feasible by ensuring the following educational experiences and services are provided:

Delivery of Specially Designed Services and Related Services: Specially designed instruction and related services will be provided through a virtual delivery format. The Individual Education Program (IEP) developed to meet the student's individual needs will be implemented in all delivery formats including ,but not limited to virtual delivery format(s). Print-based formats (paper-pencil learning activities and probes to measure student understanding) will also be used to engage students and support learning. Teachers will prepare and distribute hard copies of instructional materials (aligned to the same learning targets as for general ed. populations) to students/families/guardians. Commercial and/or teacher made manipulatives will also be provided to encourage student engagement and concept mastery. Community agencies & partnerships (Brighton Center, North Key, & health department) will also be leveraged when appropriate, to support student's educational, general health and social/emotional wellness.

Equitable access to learning opportunities for students with disabilities, including equal access to printed materials, digital materials, and technologies: To address inherent variability when delivering instruction to learners with disabilities in virtual delivery platforms, special education

staff will ensure there is an explicit or embedded focus on the use of accessible materials and technologies in all learning environments. Staff will utilize The Center for Inclusive Technology in Education Systems (CITES) and the National Center on Accessible Educational Materials to increase their knowledge in how to improve student engagement, reduce barriers to learning, and build opportunity for all learners to succeed when instruction is delivered using on-line platforms. These sites, recommended by the Office of Special Education Programs will help educators apply insights from the learning sciences and leading-edge practices to design lessons, implement instruction, and evaluate the impact of instruction on student learning.

Monitoring Impact of Specially Designed Services on Students Educational and Functional Performance: Special education teachers and related service providers will ensure specially designed instruction, accommodations, modifications, and related services outlined on a student's IEP or 504 Plan is delivered, and students are able to access instruction and assignments. District and school-level administrative staff will utilize both direct and indirect methods to monitor IEP implementation. Observations will be utilized to observe delivery of specially designed instruction, accommodations, supplemental aids & services, and related services when video and/or teleconferencing are utilized. In-direct monitoring of services outlined in the IEP will be conducted by monitoring teacher lesson plan designs, student work samples, EZ-med service logs and IEP Implementation Monitoring Logs. All teachers of exceptional children and related service providers will utilize district IEP Implementation Monitoring Log to document IEP implementation. Contact Logs will document consultation between parent/guardian and special education teachers, related service providers (Occupational Therapist, Physical Therapist, Mental Health Therapist, Speech & Language Pathologist, Orientation & Mobility, etc.), and special education instructional assistants.

Admission and Release Committee Members (ARC) will develop an individual educational program (IEP) that ensures students with special needs have access to the general curriculum and is able to make progress in the general curriculum. To support these actions, ARC members shall meet at least annually and make decisions related to student's individual needs and document decisions in ARC Conference Summary and IEP. ARC members may choose to participate via on-line meeting or phone conferencing when in-person attendance is not an option.

Admission & Release Committee memberships and staff will adhere to the following guidelines to ensure students with disabilities have equal access to the same opportunities as students without disabilities, including the provision of Free and Appropriate Public Education when instruction is not delivered in-person:

- Adhere to all federal, state and district non-regulatory guidance letters and Q & A documents pertaining to servicing children with disabilities during the COVID-19 outbreak.
- Comply with Individuals with Disabilities Education Act timeline requirements including those related to special education and outlined in 707 KAR 1:320 and 707 KAR 1:340.
- Comply with all district policy and procedures for the provisions of special education services.

- Make determinations whether, and to what extent, compensatory or supplemental services will be provided as a result of disruptions in IEP services for non-in person delivery of instruction.
- Make determinations as to the need for contingency plans as part of a student's IEP for future situations.

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.

Our ELL Teachers will work with ELL specific classroom teachers to continue to provide services for our ELL students based on their PSP. During an NTI day, the ELL team will continue to provide equitable and meaningful access to content instruction through academic language development, delivered by a collaborative model and intentional selection of instructional strategies.

K-12 ELL Teachers will:

- Provide academic language instruction and support for English Learners for their specific proficiency level needs.
- Communicate with students regularly to support their distance learning needs, both academically and social/emotionally.
- Communicate with families as needed to support them in this process of distance learning.
- Directly collaborate weekly with classroom or content teachers.
- Provide translation and interpretation services as needed.
- Collaborate routinely within the ELL department to plan and deliver services.
- Provide the students with the different instructional accommodations based on their individual Program Services Plan

Our Gifted and Talented teacher will continue to follow each student's GSP and assist students in the virtual classroom. The K-12 Gifted teacher will deliver non-traditional instructional activities that are differentiated. Accommodations and modifications to the instruction and assessments will be provided by the classroom teacher in collaboration with the District's Gifted/Talented teacher/specialist.

- GSSP's will be modified to encompass various contingencies during NTI instruction. These plans will be written so that the services listed would have applications across multiple settings (traditional, hybrid, virtual).
- Consultation and/or collaboration with the school/district GT Specialist will be used as a way to ensure student needs are being met.
- Services will be selected based on availability of instructional resources.
- An online, individualized learning platform is available that includes differentiated options with content across all grade levels to meet the needs of gifted learners (e.g., Renzulli Learning).

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?

Newport High School students participate in Dual Credit courses through Gateway Community College. During non-traditional instruction, Gateway will allow Newport students the options of attending class on-line or in-person to ensure a continuation of learning. Gateway uses Blackboard, an online application that houses syllabi, assignments, and grades and allows professors to provide feedback to students about coursework and interact with students.

Newport Independent Schools administration collaborates with the Regional Schools Program's administrator to discuss various issues pertaining to the Newport students attending this school as a continuation of learning during non-instructional days. These students will adhere to the Regional School Program's schedule and complete the work assigned by the teachers via digitally or packets.

Newport Regional School (A6): The Newport Independent Schools district is responsible for educating school age students at the Campbell County Juvenile Detention Center. The Newport Regional School staff will follow the criteria established by Newport Independent Schools during NTI days. This is an established procedure with KECSAC, Dept of Juvenile Justice, and Newport Independent Schools.

Newport School of Innovation (A5): This school will abide by the NTI criteria established by the district. The Newport School of Innovation will be able to function close to normal except for having a window of time where students can attend tutoring face to face. The school will use Google Meet to schedule meetings with students to support academic and non-academic issues.

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.

Newport Independent will utilize multiple methods to instruct, support, and communicate with students when in-person instruction is not feasible to ensure academic progress as well as promote social and emotional wellbeing. The district will be using a blended approach, digital-based and instructional print materials-packets, to deliver instruction on nontraditional instruction days. Integral to this continuation plan is engagement of the student and family in expectations for non-traditional learning. By reducing barriers we will increase student participation and the quality of learning. The expectation will be for teachers to continue posting assignments in their Google Classroom and instruct students on how to access assignments using the Google drive in the offline setting, thus removing the Internet connectivity barrier.

Educators will prepare instructional digital and print materials that are aligned to KAS, for NTI days. Students and families will have access to the current primary LMS, Google Classroom, as an online learning platform during times of normal instruction to increase digital abilities. This access will ensure nontraditional instructional time is an extension of learning. Learning during normal instructional time will encompass working offline, submitting assignments electronically, and accessing platforms within our learning management system. Print materials- packet assignments will be provided to students who are experiencing internet access or technology issues prior to the usage of NTI.

Interactions between teachers and students will include one on one video communication or phone calls between teacher and student(or teacher and parent with smaller children or students with special needs); group video communication or phone calls between the teacher and a whole class or between teacher and smaller groups of students within a class; student time logged into a learning management software system completing assignments; or submission of paper-based assignments for students in a non-digital, non-traditional setting.

Newport Independent Schools have a 91% socio-economically disadvantaged student population and approximately 30% homeless students, therefore meeting the basic needs of our students and families are essential. During the course of the regular school year, the Family Resource Centers (FRC/FRYSC) coordinate with well over a hundred community partners to ensure students' basic needs, social-emotional support and academic potential. The Family Resource Centers will continue to work with a plethora of our community partners to ensure student's still have access to support for basic needs, social-emotional supports provided by our community partners and educational enrichment opportunities when nontraditional instruction is utilized.

Each FRC has continued to partner with our Club 312 partners to utilize the Google Classroom platform to continue to provide character development course-work and support on a weekly basis for all students previously enrolled in this afterschool program. This program provides students the opportunity to continue to engage with their peers, community partners and school staff recognizing the need for personal connections even while social distancing.

Students have access to school counselors and will continue to have digital check-ins and requests for services during NTI days. District mental health providers will continue to offer therapy sessions virtually, as appropriate, or provide make up sessions as approved through the student therapy plan. Additionally, all students receiving school-based mental health services are able to continue to receive counseling with their therapist via tele-health services.

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.

The Newport Independent School District supports both high-quality, standards-aligned instruction and comprehensive professional learning that advances educator effectiveness and student success. Opportunities for effective professional learning aligns with standards and goals, addresses the needs of the whole child, focuses on content and pedagogy, occurs collaboratively, is facilitated by educators, focuses on continuous improvement and is on-going.

Prior to making any professional learning decisions, thoughtful consideration is given to each professional learning experience in order to best meet the needs of educators and following the vision of the school and district. We will make decisions that are unique to their student population, faculty, staff and available resources.

When making professional learning decisions, we assess using the following criteria:

- What's working and what's not working in the online environment?
- Is it practical and needed for teachers to more effectively teach online?
- Reference needs assessment and diagnostic from CSIP/CDIP.
- Identify challenges.
- Identify resources and next steps for overcoming those challenges.

At the beginning of the 2020-2021 school year, district personnel identified the online tools that required additional teacher professional development and ongoing support. During this professional learning identification process, an online classroom called "NISD Instructional Technology Courses" was created and teachers enrolled, thus giving them the perspective of a student in an online classroom.

In addition to the district's identification of required technology training, school administrators requested the creation of learning modules on specific online applications. Ten self-paced online modules were designed and completed by most teachers prior to the start of the 2020-2021 school year to build their "technology toolboxes" to promote technology fluency among staff. These modules included the following: Using Google Meet, Google Classroom the Basics, Google Classroom Intermediate, Google Calendar, Digital Citizenship (student & teacher), Jamboard, Screencastify 1 & 2, and Hyperdocs.

Moving forward into the 2021-2022 school year, the district will continue to provide consistent and ongoing training geared towards teaching in a blended learning environment. We will intentionally focus on embedding the digital curriculum provided with our textbook series and move beyond the traditional printed core textbooks. Teachers will be expected to use their digital curriculum tools during face to face instruction making the transition to a NTI day more fluid. The district will continue to train and support teachers in effectively using Google Classroom, Google Extensions, online assessment platforms, and best practices when teaching in an online learning environment.

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?

Certified Staff

Certified staff will complete their contractual obligations via in-person or virtually through telecommunicating. All certified staff have a district-owned laptop to facilitate their on-line instruction and participation during NTI days. Also, staff have access to all online resources to implement for instruction, monitoring student progress and providing feedback to students:

- Grades 7-12 Options: IXL, USA Test Prep, NoRedInk, Brainpop, Reading Plus, STEMscopes, enVisions/Pearson for Math, myPerspectives for English, READ 180
- Grades 3-6 Options: IXL, Lexia, Reading Plus, ST Math, STEMscopes, enVisions for Math, Wonders for Reading, System 44/READ180
- Grades K-2 Options: STEMscopes, enVisions for Math, Wonders for Reading, Brainpop, Lexia, DreamBox, Scholastic Online learning materials

Certified staff will be expected to report to work for a specific time frame, for example 9:00 - 2:00, and be available to assist students and families, scheduled times, as determined by the district. The district will have the option of requesting all staff to work virtually due to inclement weather or other issues.

Certified staff will be available via various communication platforms to answer questions, provide assistance, and facilitate whole/small group sessions via virtual meetings. If a student does not have access to on-line programs or technology, then the teacher will make personal phone calls, texts, and emails to the families to provide support instructionally.

Daily engagement is the measure of the interactions between teachers and students. Delivery may be in real time during the school day, or at times outside of normal school hours as scheduled through the school. Delivery shall include at least one of the following:

- One on one communication or phone calls between teacher and student(or teacher and parent with smaller children or students with special needs);
- Group communication or phone calls between the teacher and a whole class or between teacher and smaller groups of students within a class;

Teachers will document all student contacts and student participation on their contact log. To ensure teachers are fulfilling their contact, they will complete a Google Form documenting the work they complete each day reflecting they are working a full day. All of these systems will be monitored by the school's administration in collaboration with district staff.

Teachers and administrators are required to participate in two (2) weekly PLCs, minimum of 45 mins per PLC, during traditional instructional days. PLCs will continue during non-instructional days via virtually or face-to-face to continuation of the PDSA Model of collaborative planning and analyzing.

Classified Staff

Each central office department will collaborate with building administrators to differentiate the plan for classified staff on nontraditional instructional days. Classified staff will work their normal hours on site following recommended health and safety precautions. Staff may be asked to work staggered shifts and have limited on-site assignments and tasks. In the case of limited on-site assignments, contractual obligations will be met through on-line tasks or work from home options as determined by the district.

The technology department classified staff will fulfill their contractual obligations by providing phone, e-mail, or drop-off tech support on student and staff devices. This may be a mixture of "work from home" or "in-district" hours.

Food service staff will fulfill their contractual obligations on NTI days by performing typical duties such as cleaning and sanitizing kitchens, taking inventory, and participating in various on-line trainings (food safety, culinary techniques, customer service, USDA meal pattern, farm-to-school activities, nutrition education, techniques to increase participation etc.). Additionally, staff will be assigned to prepare and serve meals to students during the summer feeding program in June as an option of fulfilling their contractual obligations.

The transportation classified staff will utilize a variety of ways to fulfill their contractual obligation. Some of the staff will drive for the food service delivering meals based on their schedule. Other classified staff will be assigned to different buildings based on the building needs. For instance, they may be involved in the cleaning of classrooms, painting, etc.... Transportation classified staff will also have the option of using on-line training to further their knowledge from behavior issues, school safety, etc... in order to better prepare them for the daily issues they may deal with while working with students and other staff members.

Building administrators will determine the duties of other classified staff in their assigned schools.

- Secretaries will work in the main office to answer telephones, greet visitors, and perform other managerial duties as determined by the building administration.
- Instructional assistants will complete their contractual obligations by assisting teachers with virtual instruction or contacting students to provide assistance.
- Custodians will continue to clean and sanitize the building and other tasks as deemed necessary by the building administration.

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.

Prior to the usage of an NTI day, the district will communicate the NTI Plan, including the learning expectations, resources and criteria for NTI learning with the community partners, such as the Boys and Girls Club, Day Care Centers, Brighton Center, Campbell Co. Library, etc. Collaborating with these agencies, the team will develop an action plan for the agencies to provide assistance to Newport students. The plan will assist both the district and community

partners to provide services to students on an NTI day to ensure continuation of learning. Discussion and decisions will be based on the following:

1. Resources: Identify all of the resources the agency can provide or identified needs for students that the district can assist with finding or providing. For example:
 - a. District support resources, such as lesson plans, answer sheets, packets, instructional videos, access points, etc.
 - b. Possible agency resources could include, staff, space, access points, academic help for students, etc.
2. Communication:
 - a. Identify how both organizations will communicate the partnership to the community, families and students.
 - b. Process of communicating student progress of completing the NTI lesson(s) to the school and parents.

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?

Prior to an NTI day, expectations for NTI will be disseminated by each school through the school handbook, parent engagement nights, and school/district websites. The district will also utilize Home Visit Day(s) and Family Engagement Day(s) at the start of the school year to communicate with families.

When nontraditional instruction must be implemented because in-person instruction is not feasible, the following communication plan will be used:

- A SchoolMessenger broadcast will be sent to all parents and staff containing details on the upcoming NTI day(s). This will have a voice message and an email component.
- Copies of the message will be placed on the district home page, www.newportwildcats.org, as well as on district and school-level Facebook pages.
- For unplanned NTI events, local news outlets will be informed per the district's procedures for inclement weather cancellations.
- Additionally, notifications will be sent to student 1:1 devices via the LMS.
- Principals may disseminate further information via school-level SchoolMessenger broadcasts.
- School level communication platforms may include Dojo, Remind, ClassTag, etc. as determined appropriately by the district technology department.

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

The district's nontraditional plan provides a continuation of learning in relation to the district's Proficiency and Gap Goals, Strategies, and Activities within the CDIP.

Proficiency and Gap strategies which will ensure continuation of learning are based on Key Core Work Processes; **Standards, Instruction, and Learning Culture and Environment**

Activities:

- Teachers will utilize a systematic approach to intentionally design and deploy Kentucky Academic Standards in an online learning environment
- Teachers will participate in ongoing professional learning in the areas of best practices and high yield instructional strategies and will implement this learning to reinforce, remediate and enrich student learning and increase student engagement
- PLC teams, school and district support agencies/departments will design, align, and deliver support services to ensure resources are aligned to student/family needs, student data is consistently and effectively monitored and next steps of support are identified and addressed
- Educators will communicate with and support students and their families in order to address barriers to learning