



2020-21 Phase Four: Continuation of Learning Plan for  
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2020-21 Phase Four: Continuation of Learning Plan for Districts

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## 2020-21 Phase Four: Continuation of Learning Plan for Districts

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.

Due to the Covid school closures and the need to offer a virtual learning option for students, Hardin County Schools has worked diligently to create a worthwhile, effective, and grade appropriate learning environment during NTI closures. The district offers continuous Professional Learning opportunities to staff to help incorporate technology and other resources that would provide instruction during NTI closures. Moreover, the district offers a variety of choices to meet the needs of our students and families during these closures. The goal of creating a seamless

transition between in-person instruction and NTI days is the continuous vision of the HCS. Careful monitoring and reflecting on best practices also ensures that we are meeting the needs of all students.

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

We will conduct a survey at the beginning of the school year to determine which students in our district have Internet access at home. Teachers have been/will be trained to create digital lessons and activities for students to complete and document. Our various schools utilize different instructional programs such as IXL, Nearpod, Khan Academy, Edgenuity, Google Classroom, APEX, etc. to deliver personalized instruction to students. For students who have access to the Internet, but either no device or not enough devices, Chromebooks will be signed out to them for use until they return to school. For those few students who do not have Internet access, alternate/equivalent activities to the digital assignments will be provided the students. Teachers will host Google meets as needed and also be available to provide assistance to all students on an NTI day.

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

All teachers create a Google Classroom that is utilized during in-person attendance days as well as NTI days. Administrators have access to the Google Classrooms so they can also monitor student utilization.

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)?

Teachers will create both digital off-line as well as alternate/equivalent activities for students who do have internet access or have limited internet access. Assignments will correlate with the grade-appropriate standards and will meet the needs of the students. The district will also provide several hot-spot locations for families who need internet access on NTI days.

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?

Teachers will plan lessons, both digital and alternate/equivalent activities, according to the Kentucky Academic Standards scope and sequence of each content area by grade level. Differentiation of lessons based on common interim, formative, and summative assessment data will be implemented. Activities assigned during

intermittent NTI days, i.e. snow, low attendance, etc., will focus on review of current content. NTI delivery due to extended absences (state of emergency closures) will introduce new grade level, intervention, and/or enrichment content based on the students' current performance level. Special education teachers will make modifications to the NTI assignments according to the students' IEP or they will create alternate assignments that are appropriate for those students. Special education teachers will contact students/families with IEPs to determine possible areas of instructional need in completing NTI assignments. The Instructional Services Department, principals, and content PLC teams will review data reports following each non-traditional instruction day in order to make necessary operational adjustments.

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?

The pandemic allowed Hardin County Schools the opportunity to create a virtual school for those students who did not feel comfortable attending school in person. As a continuation of this, we will continue to offer this option to families for the 2021-22 school year. The Online Learning Academy (OLA) provided daily virtual instruction for students. HCS will continue to offer a virtual learning experience (Virtual School) with facilitating teachers along with utilizing a learning program appropriate for the student's grade level.

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.

Students who currently have IEPs will continue to receive instruction to include modifications and accommodations during virtual learning. Special education teachers will make modifications to assignments according to the student's IEP. If necessary, alternate assignments will be created for the student to meet his/her needs. Required monitoring will continue and special education teachers will keep regular contact with students/families to determine instructional 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.

Students who currently have PSPs or GSSPs will continue to receive instruction to include modifications, accommodations, and/or enhancements during virtual learning. EL and GT teachers will make modifications/enhancements to assignments according to the student's plan. If necessary, alternate assignments will be created for the student to meet his/her needs. Required monitoring will continue and EL and GT teachers will keep regular contact with students/families to determine instructional needs. Students who are placed in an alternative setting will continue to receive instruction virtually that is facilitated by a teacher or teachers. Instruction will be based on grade level standards and the students will continue to receive all needed supports.

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?

Hardin County Schools will continue to offer (applicable) instruction through our district Early College and Career Center (EC3). The district also works closely with various state universities to provide dual credit and/or undergraduate coursework for all students. With the online capabilities that universities have created over the years, students are able to continue to participate if they are learning virtually.

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.

During NTI, teachers will have a variety of options for communicating with students as well as leading instruction. Google Meets along with Google Classroom will be the most utilized mode of instruction for those students who have internet access. For those who do not have internet access, teachers will provide times of availability for students to reach them by email or phone if necessary. Teachers and Instructional Assistants will be able to provide whole group and small group instruction during NTI.

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.

Professional Learning opportunities geared towards virtual learning will continue to be a priority for all staff. This focus was a priority for the 2020-21 school year because of Covid. As we move into the 2021-22 school year, teachers and support staff will continue to receive trainings geared to support virtual learning. New

teachers will also receive guided professional learning that will help them understand the requirements of NTI and how to navigate the tools that can help support instruction during these days.

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 will be working on these days, either at school or from home, depending on weather conditions. They will be accessible during the day via email or other means of communication to offer support, if needed by students and families. All teachers K-12 will make contact with ALL students through a Google Meet, phone call, via student and-or parent email, class Dojo, Google Classroom, Facebook or others appropriate means of communication during EACH NTI day. We are fully committed to each NTI day being a continuation of current learning with students completing and submitting assignments tied to the classroom. An important resource in the process is the required communication with families. The superintendent will determine if classified staff members will report to work on an NTI day or if they will work from home. Classified members will not be permitted to work from home on an NTI day that certified employees report to their assigned schools. To meet contract requirements for classified employees who miss a day of work due to an NTI day, a day or days will be added to their work calendar. These days typically occur in May with the exception of unique opportunities in the school calendar (Certified PD days) for which a missed classified day could be accounted.

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.

Community stakeholders will play a key role in supporting our students during NTI, particularly if a long-term closure occurs. HCS will look to continue the partnerships we've established during the Covid closure which included: -Daycares providing technology for students to complete assignments or participate in Google Meets -Churches and Community Centers providing free wi-fi for students/parents to use -Local clubs and organizations providing learning opportunities during NTI. We will seek additional opportunities for local business, industry, and agencies to be involved with creating meaningful NTI day opportunities and activities for our students.

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?

Hardin County Schools communicates effectively with its stakeholders. Information regarding non-traditional instructional days and the notification of the use of the days is sent to parents, students and staff via the district's One-Call system, via email, text and phone call to eight radio stations in Hardin County, two newspapers in Hardin County for print publication and on their websites, Hardin County Community & Educational Television and four network television stations in Louisville (for broadcast use, website publication and their text notification systems). The information is also be placed on the HCS website for publication. Messages to e-communication subscribers from the website are also sent via email and text. The information will be placed on the district's four social media platforms - Facebook, Twitter, Instagram and LinkedIn. The information always goes to a group of community leaders that the district calls its Key Communicators via email. Emails are also sent to HCS principals, office managers, assistant principals, guidance counselors, and central office staff (both certified and classified).

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

Hardin County Schools NTI plan is an extension of the current instructional plan that is driven by the district's vision for academic success for all students. It aligns with our Comprehensive District Improvement Plan (CDIP) and our Comprehensive School Improvement Plans (CSIP). By providing instructional opportunities to all students, both in-person and virtually during NTI, the district strives to meet the students' learning, social, and emotional needs.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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