



2020-21 Phase Four: Continuation of Learning Plan for Districts_03292021_10:16

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

Bellevue Independent
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The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when nontraditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a nontraditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the nontraditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

"Nontraditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on nontraditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing nontraditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

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

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

Bellevue Independent Schools will ensure a continuation of learning when implementing nontraditional instruction by leveraging our commitment to all students and teachers maintaining access to technology. Our district's one to one initiative has become increasingly integral in maintaining instruction during a short or long term shut down of the district's facilities. After experiencing a year such as the last one, our school staff has become accustomed to the flexibility of designing and delivering instruction virtually.

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

The following list outlines what resources teachers will use to continue instruction on NTI school days: Middle/ High (6-12) - Digital: Google Classroom, IXL Math, Edgenuity, NewsEla (6-8), Stemscopes (6-8), Dual Credit Blackboard (9-12), Kahn Academy - Non-digital: Sadler Vocabulary Books (8), Stemscopes (6-8), Library book checkout and self-selected classroom library books with readers'/ writers' notebook Elementary (K-5) - Digital: Google Classroom, Lexia Reading, IXL Math, SeeSaw, and Edgenuity - Non-digital: Storyworks, Social Studies Alive, Stemscopes, Library book checkout and self-selected classroom library books with readers'/ writers' notebook

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

Our district utilizes Google Suite for Education as our learning management system. Our educators began using this system prior to our school's use of NTI, so many of our teachers and students were already familiar with this system. However, moving forward, all teachers have been trained in the use of Google Suite and have continued to use this system even as we have transitioned back to in-school learning. The ongoing use of this system will allow for seamless movement from in-school to any needed virtual learning.

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)?

All adults in the district have access to internet-ready devices. Additionally, in collaboration with local service providers and the United Way, our district has eliminated internet access barriers for 100% of our current families. In the future, we will continue to use these local resources to help provide options for families with limited internet access. In addition, we will maintain an option for students to use paper-based materials for NTI learning based on their individual needs and/ or adaptive learning parameters.

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?

Instructional materials provided for NTI days will be a continuation of current learning and review of previously covered standards and curriculum. The superintendent has outlined the expectation that work aligns with the current unit

of studies and standards. The district will maintain ongoing review of assignments to ensure quality, quantity, and curriculum alignment.

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?

Our district will ensure a continuation of learning for students utilizing NTI when in-person learning is occurring. There will be minimum log in requirements per day or week, depending on the grade level and as appropriate. Students will be required to successfully complete assignments in a timely manner. And we will require ongoing communication with the virtual instructor. In addition, administration will review progress of virtual students weekly and address concerns. Decisions by families for primary mode of instruction (if options are available) will occur prior to the end of the current semester, as will decisions by administration to address the most suitable learning environment for students.

2.d. How will the district ensure a continuation of learning for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

If a student has an identified disability or a suspected disability, ARC meetings will occur as required by IDEA. Additional ARC meetings may be required to determine delivery of instruction, progress monitoring, and accommodations specific to a virtual setting.

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.

If a student is identified as a member of a special population such as having a PSP or GSSP, MTSS meetings will occur as outlined in school policy to ensure their continuation of learning if virtual instruction is necessary. Additional team meetings may be required to determine delivery of instruction, progress monitoring, and accommodations specific to a virtual setting. District administrators will ensure EL and GT teachers address NTI requirements in GSSP's and PSP's.

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?

Bellevue Independent Schools partners with Northern Kentucky University and Gateway Community Technical College to enroll high school students in dual credit classes. In addition, we partner with Campbell County Technical Center in order to provide access for our students to career and technical education experiences. Our district's Transition Coordinator will continue to work with these organizations to ensure students enrolled in those courses will have access to all assignments via the organizations learning management system. During recent NTI experiences, these partners were able to quickly shift to online learning using a digital platform so that dual credit students' learning could continue uninterrupted. Similarly, our students who attend tech school at Campbell County were able to take advantage of live virtual instruction during times of extended school closures.

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 the past year and a half, our district's faculty and staff have become comfortable navigating instruction, support, and communication virtually. Utilizing Google Classroom and Google Meets as well as SeeSaw, teachers will meet with whole classes, small groups, and individuals during any virtual learning event to deliver instruction, maintain community contact, and evaluate students' social and emotional wellbeing. In addition, both buildings have bi-weekly administrative meetings to address ongoing student issues concerning attendance, success, and social/ emotional needs. These meetings are attended by building administrators as well as the DPP, FRYSC, and Mental Health Specialists. These teams of leaders reach out personally to students and families to provide support, resources, and plans to ensure academic and emotional success of all our students when in-person instruction is not feasible.

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.

Because our district is heavily relying on Google Suite for Education for delivery of instruction during times when in-person instruction is not feasible, we will continue to provide Google Level 1 certification to all new employees. We will continue ongoing work throughout the district on curriculum maps, pacing guides, and common assessments to ensure continuity between classes and content areas. Our superintendent has outlined the expectation to building administrators that assigned work and instruction during NTI aligns with the current unit of studies.

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?

When in person instruction is not feasible, staff attendance at the work site is dependent upon the recommendation of the local health department, local officials, and school officials. All certified teaching staff will shift to instruction utilizing a digital learning platform. Certified and classified staff not providing direct virtual instruction to students will support in ensuring communication with students and families through emails, phone logs, and student assignment feedback. Additional staff who report to school will help where needed to facilitate the daily operations of the building as well as assisting in ongoing communications with families and meeting the needs of all students.

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.

Our district will request that local businesses continue allowing students to access Wi-Fi through their public access. Our strong partnership with local foodbanks will enable our district to provide ongoing support for the nutritional needs of our families. Meeting these needs for our students means their focus can remain on their continued learning.

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?

Our district's Communication and Outreach Coordinator has established a solid line of communication between our district, our schools, and our community. Nontraditional instruction decisions are shared in real time through our schools' websites, Facebook, Twitter, email distribution list, and text notifications.

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

Our district goals focus on designing and delivering instruction and assessments. The ongoing curriculum planning taking place in both buildings directly supports our nontraditional instruction plan. This curriculum work, specifically pacing guides

and identification of essential standards, will eliminate uncertainty about the expectation for remote instruction. Building administrators have clearly set forth the expectation to teachers that learning will continue no matter the location.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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