2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)_04142023_10:45

2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

Newport 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 non-traditional 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 non-traditional 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 non-traditional 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):
"non-traditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional 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 non-traditional 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?

District Assurances for Continuation of Learning Plan:

The District assures:
1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure

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that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.

6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.

7. All staff will follow their normal work schedules on NTI days.

8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.

9. Participation will be recorded for all students on NTI days.

10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Tony Watts

April 26, 2023

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Approach

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. The primary method of instructional delivery will be through digital means to ensure a continuation of learning. NTI instructional days will consist of work that students can complete independently, with minimum assistance from parents and/ or teachers. 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.

Planning for Learning

Professional learning communities, PLCs, will collaborate in advance to design instructional lessons and materials aligned to the K-12 Kentucky Academic Standards (KAS) with facilitation of the PLC Lead and Instructional Coach. Assignments will focus on the KAS per content level. Assignments will provide opportunities for reinforcement, remediation, and enrichment. During PLCs, teachers will develop instructional materials for NTI days that align with daily classroom instruction and standards. Building administrators will conduct a district wide mock NTI day during in-person learning at the beginning of the school year and at the start of the second semester to survey students and parents pertaining to access/technology issues to adjust the plan based on feedback and data garnered. Students with access/ technology difficulties will be contacted to provide resources to eliminate the barrier(s). Also, these students will be given the printed

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instructional materials incase the issue(s) are not addressed prior to the implementation of a non- instructional day(s).

Technology Availability

Newport Independent Schools is a 1:1 district. Grades K-5 have iPads and grades 6 -12 have MacBook Airs, allowing for a smoother transition to continue learning with the primary focus being a digital approach for most of our students. Families indicating a need for internet assistance are referred to as free or low-cost home internet opportunities as available. Local partners and organizations within the community include the Boys and Girls Club and the Campbell County Public Library. The district provides Kajeet Smart Spots to provide internet access to students in need as requested by the guardian. All K-12 students utilize their devices during traditional instruction on a regular basis to maintain consistency during NTI days. Also, students in grades 6-12 take home and return daily with school issued devices after students have received instruction in digital safety. Students in grades K-5 have the option to take devices home with parental consent after instruction in digital safety. The district conducts an annual Digital Readiness Survey, included in the student's AUP form, that requests information pertaining to collecting student home access information. The district utilizes all resources to ensure that students have access to digital learning during traditional and non- traditional instructional days.

Learning Management System

Grades K -12 will use the learning management system Google Classroom as the main digital platform. All platforms used for NTI are being utilized during traditional instruction to maintain consistency for the student. The project approach may be utilized for students in both digital and physical format and will be geared toward CTE, related arts, and science coursework as appropriate. Updated student roster data is imported from Infinite Campus nightly, and students are automatically added to the appropriate classes. Teachers are able to post lesson details, instructional videos, 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. 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.

Materials

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

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participation should a student not have internet access on the day of NTI instruction. 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. This may include students whose parents have requested non-digital means, those who have an equipment piece in repair and have not checked out a device, and those who have a current violation of district AUP.

Resources

Student workbooks in print and digital format will be utilized from core programs/ aligned to standards. Students will continue to have print and digital 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.

Preparation and Communication

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. For students who do not have internet access on the day of non-traditional instruction, equitable instructional materials will be made available and teachers will make contact with each student in a non-digital manner. Communication and engagement with families regarding non-traditional instruction as a continuation of learning will be included in open house activities at each school and reviewed as a session at parent-teacher conference night(s). Start of the year family newsletter will include information about nontraditional instruction, tips for families when NTI is implemented, tips for family planning for NTI, how students participate in their continuation of learning, and what to do if assistance is needed. To ensure a continuation of learning, social media, school/district website, district all call messages and local news stations will include closure of in-person learning and movement to NTI.

Other educational Entities

Newport High School students participate in Dual Credit courses through Gateway Community College. During non-traditional instruction, Gateway will allow Newport students the option 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 digital means or packets. Newport Regional School (A6): The Newport

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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.

Other Supports

Newport Independent Schools have a 88% 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 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. Students have access to school counselors and will continue to have digital check-ins and requests for services to be offered 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.

Expectations

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. 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. Documentation of non-traditional instruction including sample lesson plans, student assignments, student work samples, teacher contact

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logs, teacher daily schedule, and student participation tracking will be maintained on-file through each individual school's google drive in the NTI folder

Attendance

Student Participation: It is the expectation that all students participate. Student Participation as attendance will include no less than one of the following methods in grade K-12:

- One-on-one video communication or phone calls between teacher and student (or teacher and parent with smaller children or students with special needs) as documented through the teacher daily contact log.
- Group video communication or phone calls between the teacher and a whole class or between a teacher and smaller groups of students within a class as documented through teacher lesson plan, teacher daily schedule, and may include teacher contact log.
- Student time logged into a learning management software system completing assignments.
- Submission of paper-based assignments for students in a non-digital, non-traditional setting. Students, who need additional assistance beyond the non-traditional environment, will be assisted upon return to in-person learning and no less than five school calendar days after the non-traditional event.

All certified and classified staff shall perform work duties on site during NTI, except for employees quarantined. If a teacher is unable to work on an NTI day, leave time must be used according to district policies.

NTI days are instructional days that count toward suspension. As instructional days, NTI days are included within the schedule for home hospital services.

Professional Learning:

To ensure a continuation of learning during the use of non-traditional instruction, teachers will receive professional learning. New teachers to the district will be offered professional learning in the use of our learning management system, Google Classroom prior to the start of the school year and again during a school break after the start of the year. Professional learning will offer teachers the ability to earn Level 1 and Level II Google Certification. All staff will receive professional learning in the district's digital tools including all online resources as outlined with the professional learning plan, student digital literacy as outlined through student technology plan, and professional learning on the requirements of ensuring instruction in non-traditional learning environments.

2. How will the district ensure a continuation of learning on non-traditional instruction days 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.

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

- Delivery of Specially Designed Services and Related Services: ○ As detailed in each student's contingency IEP Plan.
- Specially designed instruction and related services will be provided through a virtual delivery format if in-person instruction is not determined feasible.
- The Individual Education Program (IEP) developed to meet the student's individual needs will be implemented via 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 if students are served via virtual delivery format.
- Determination as to what delivery format will be utilized is determined during the Admission and Release Committee Meeting.

If Print-based format is needed 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

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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 contingency IEPs, 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, Contingency IEP Plan, 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 oToday, Education Secretary Miguel Cardona wrote a letter to educators and parents regarding new Centers for Disease Control recommendations and the recommendations' impact on children with disabilities. This letter addresses the needs of students with disabilities as we move into a new phase in our response to the pandemic. The letter addresses the CDC's February 2022 framework for identifying COVID-19 Community Levels and encourages schools to lead with equity and inclusion to ensure all students have access to in-person learning alongside their peers.
- Comply with the guidance detailed in a letter published on March 24, 2022 by The Secretary of Education, Mr. Miguel A. Cardona, Ed.D. Letter to Educators and Parents Regarding New CDC Recommendations and Their Impact on Children with Disabilities.
- Comply with 504, Contingency IEP, IEP, and Health Plans developed during Admission and Release Committee Meetings.

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3. How will the district ensure a continuation of learning on non-traditional instruction days 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.

- 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).

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

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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, English Language 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

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Attachment Summary

Attachment Name	Description	Associated Item(s)