



JCPS 2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for School Year 2024-25

2023-2024 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for
Districts (Implemented 2024-25 School Year)

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2023-24 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2024-25 School Year)

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

Jefferson County

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 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.

Marty Pollio

3/20/2024

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?

Short-term: For short-term incidents when school buildings are closed, schools will work with students on obtaining student work either via digital content and/or on paper. Short Term NTI will be asynchronous with teacher availability through office hours. Teachers will prepare 3-5 days worth of Short Term Inclement Weather NTI plans to be available to students digitally with the occurrence of potential Inclement Weather. If inclement weather lasts more than 3-5 days, teachers would create lesson plans to continue supporting students during their regular planning time. If a school prefers to use supplemental Inclement Weather Paper Packets or workbooks, they can do so, but the main form of Short Term NTI will be through digital access. Students will also be able to access digital applications by using Clever, a single sign-on platform that provides access to the entire suite of JCPS-approved digital applications via their district log-in.

Long-term (e.g., natural disaster, pandemic): For long-term incidents when school buildings are closed, schools will work with students on obtaining student work through a strategic approach. For instance, during the 19-20 school year NTI period, approximately 60,000 devices were deployed to eligible students (i.e. students receiving free/reduced-price lunch, students with disabilities, and English Language

learners, and other disadvantaged groups). Assistive technology was also provided to students with disabilities as indicated in their IEPs. JCPS has now been able to provide devices to all families with stimulus funding and as we have built our technology infrastructure for the 2021-2022 period so that JCPS becomes a 1-1 device district. For future long-term periods of NTI, JCPS would follow a similar model as prior school years with NTI, where students had multiple opportunities for synchronous instruction, asynchronous assignments, and anytime access to JCPS digital content and applications. Students are now able to access google classrooms with the required coursework to ensure the continuation of learning. In the unlikely event that students have limited internet access, they will be provided with paper-based options.

The District has provided academic learning suggestions for teachers for each level (elem, middle, high) and each content area. These links can be found in the JCPS NTI Inclement Weather Day Guidance. Schools have digital curricular and instructional resources through various programs (i.e. Illustrative Math, Expeditionary Learning curriculum). In addition, the district provides Edmentum Courseware (grades 6-12), ExactPath (grades K-8), Literacy Footprints (K-5) and Mastery Connect (K-12), FEV Tutor, PAPER, as well as several others. Through the use of Google Classroom as the platform for learning management and a combination of both district and school provided digital curricular and instructional resources, the district is well-equipped to ensure a continuation of learning for students during nontraditional instruction in the 2024-2025 school year.

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.

During the 2021-2022 school year, teachers in Jefferson County Public Schools (JCPS) used Google Classroom to provide instruction to students during NTI. Students also had the opportunity to use learning packets during NTI. Teachers provided Supplemental Aids and Services (SAS) to students aligned with their IEPs. The district provided digital resources to teachers to modify and accommodate work and instruction for students. The district provided teachers with guidance from the Council of Administrators of Special Education regarding packets of instruction and e-learning/distance learning. This model will be implemented as needed during NTI for the 2024-2025 school year and further directions are outlined in the ECE NTI Guidelines created by the District.

During potential 2024-2025 NTI days, Special Education teachers will individualize the implementation of Specially Designed Instruction (SDI) based on the needs of the student. The teachers will ensure that SDI is accessible and reasonable in their learning environment. They will ensure appropriate SDI focused on the student's IEP goals. Teachers will provide appropriate instruction and work with families to create manipulatives and other SAS. Teachers will document what they provide to

the student, how they individualize to meet the needs of the student, how they provide information to parents on the expectations and how to support the student, and how the student responds. Assistive technology will also be provided to students with disabilities as indicated in their IEPs.

JCPS recognizes the obligation to ensure that students identified as Special Education students will have equitable access to learning opportunities provided to non-disabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student will be provided the accommodations outlined in their IEPs during potential NTI days for the 2024-2025 school year.

To ensure compliance, building administrators and ARC chairpersons have been provided with guidance for nontraditional instruction days. This guidance includes directions on the appropriate implementation of accommodations listed in the IEP along with the facilitation and documentation of ARC meetings. In addition to this guidance, building administrators, ARC Chairpersons, and parents have access to daily support from the District.

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?

Comprehensive efforts have been developed to ensure a continuation of learning for special populations during potential NTI days for the 2024-2025 school year based in part on the model that was implemented and refined over the past two school years. The District has prepared considerations for special populations, including Multilingual Learners NTI Considerations and G/T NTI Resources.

JCPS recognizes the obligation to ensure that students identified under Section 504 of the Rehabilitation Act of 1973 will have equitable access to learning opportunities provided to nondisabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student will be provided the accommodations outlined in their 504 Plan during potential NTI days for the 2024-2025 school year.

To ensure compliance, building administrators and Section 504 chairpersons have been provided with guidance pertaining to the implementation of Section 504 during nontraditional instruction days. This guidance includes directions on the appropriate implementation of 504 accommodations along with the facilitation and documentation of Section 504 meetings. In addition to this guidance, building administrators, Section 504 Chairpersons, and parents have access to daily support from the District Supervisor of Section 504 Implementation.

The District will also provide specific examples of resources especially applicable to nontraditional instruction for meeting the specific needs of EL and GT students. Oral native language support is an instructional accommodation on the PSP. To that end, ESL Resource Teachers have already adapted the student choice boards with EL specific scaffolds to grade level content standards. JCPS translated the choice boards for students needing oral native language support, which provides access to parents in helping their child. During the potential NTI period, EL Resource Teachers will hold regular check-ins and meetings with EL teachers and BAIs to support lesson ideas and student-specific needs. EL Resource Teachers will participate and collaborate with the digital learning team to provide sessions on supporting EL students during the NTI status.

Each school provides a plan for instructional support for students with specific Program Services Plans. Each school in JCPS has a GT Lead that is instrumental in working with school counselors. Gifted Leads are responsible for reaching out to GT students within the building and for working with teachers to support the more advanced learning experiences for GT students. This support system will continue to operate during any potential NTI period. Additionally, students will be able to access Choice Boards with experiences designed to stretch students' thinking and learning in their areas of giftedness. The district has already provided online professional learning experiences for teachers to support the inclusion of GT strategies for students during NTI instruction and small group experiences.

For students in alternative education settings served by the district, plans for instructional and socio-emotional supports for students are in place in order to meet their needs. As with groups already mentioned above, we are committed to ensuring students in our alternative programs experience as close to the same experience as a student in a comprehensive program. Alternative schools will adhere to the same instructional guidelines and procedures as any other school offering NTI. Many of our students who attend alternative programs need additional support with learning, social emotional health, and trauma support, while not in class. Systems are in place to provide extended time, tutoring, trusted adult check-ins, trauma/SEL choice boards for coping and stress, and community building circles. Our ReEngagement team will work directly with students who have recently transitioned into, out of, or who are near potential exit, to ensure they have the support they need during these transitional times.

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

The district has three pillars of focus: Culture and Climate, Racial Equity, and the Backpack of Success Skills. The non-traditional instruction plan will continue to provide students the support and access to their digital Backpack so they can upload, revise, refine, and curate their learning artifacts that demonstrate their competencies across the 5 Success Skills: Prepared and Resilient Learning, Effective Communicator, Productive Collaborator, Globally and Culturally Competent Citizen, and Emerging Innovator.

Increasing opportunity and access is a central tenet of our Racial Equity Pillar.

Strategies that improve equitable access, such as providing 1:1 technology, wireless connectivity, and digital literacy, will continue to be key areas of support for NTI and in-person instruction.

Finally, a positive culture and climate are vital during NTI and in-person instruction; building relationships and trust will continue through synchronous sessions. Multiple communication and instructional supports will be used with students during potential NTI days for the 2024-2025 school year when in-person instruction is not feasible in order to ensure academic, social, and emotional well-being. Students will continue to be supported, both in person and virtually, through a district-wide plan that addresses trauma, racial trauma and equity as the foundation, focusing on relationships, resiliency and routines. Each school leadership team, teacher and other school staff members have access to resources that are continually updated in order to meet our students' needs socially, emotionally and behaviorally virtually and in-person. Counselors and Mental Health Practitioners will also continue to play key roles in supporting students in both settings.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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