



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

LaRue County
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Table of Contents

<u>2023-24 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for...</u>	3
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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

LaRue 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.

David Raleigh; 3-29-24

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?

Our district is applying for NTI approval to allow for continuation of learning should health or safety conditions warrant closure during the 24-25 school year. Our plan is differentiated to reflect plans for long-term term closure, short term closure, or foreseeable extensive inclement weather closure. In the case of long-term closure due to health or foreseeable extensive inclement weather, devices will go home with all students K-12. Our district is 1:1 in K-12. Given our 20-21 and 21-22 experience and professional learning, we have the capacity to implement remote learning if needed. In the case of short-term or sudden immediate closure, we do not intend to use NTI unless we have missed so many days that our school calendar is running late into the year. We will monitor days closely during the winter months and be prepared to use our weekly early release time to develop continuation of learning lessons that are directly connected to units of study at the time they may be needed. During long-term or foreseeable extensive inclement weather closure, our remote learning plans will ensure a continuation of learning because they will allow for real-time interaction with students on current content. Every effort will be made to connect students with reliable internet options, however, for students without reliable internet access, the option to download content before leaving campus or for print materials will allow for continuous learning with check-ins from staff via phone call, pictures of the work, etc. For short-term NTI, learning will continue digitally for high school, middle school, and upper elementary students.

For primary students, the option for paper materials that are relevant to current units of study will allow for continuation of learning with staff available for support during the school day. Should long-term NTI be needed, primary students would also shift to digital format. Regardless of timeline or grade level, teachers and instructional support staff will be available to assist students in their learning online, by video- conference, by email, or by phone. Student work will be scored in an on-going manner so students receive feedback on their work and teachers can modify assignments as needed based on formative feedback. Student assignments will be comprehensive of their class schedule ensuring students are learning in every discipline they would have studied if they were on site.

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.

The Admissions and Release Committees will be involved in planning and making decisions related to nontraditional instructional days for students with disabilities by continuing to provide services (SDI, SAS and accommodations) as documented in the IEP. Case managers will work with parents to develop a plan for student completion of assignments (virtual or paper, phone or text, best time of day for contact, etc.) Our 20-21 and 21-22 experience with NTI will help as we plan to meet individual student needs should NTI be needed in 24-25. Case managers will contact parents and general education teachers to determine the need for alternate assignments/platforms (iReady vs. Google Classroom). SBARC meetings will continue to be scheduled via google meet throughout the NTI period and as requested by parent(s)/guardian(s) should extended NTI be needed. In order to maintain compliance and provide services during NTI, special education teachers will plan with co-teachers weekly to meet students' SDI needs, modify assignments and contact each student on their caseload. Special educators will participate in virtual meetings weekly in which they provide instruction, accommodations and answer questions. The teachers will document all contacts, SDI, SAS and accommodations provided for progress monitoring purposes. Special educators will provide assistive technology resource suggestions to students/parents to aid with providing accommodations. They will also make contact with general education teachers on their caseload weekly. Related services as documented in the IEP will continue during NTI. Therapists or other related service providers will give students choice boards specific to each child's goal. They will be available via google meet, facetime, phone, email, text, etc. for weekly contacts with children and families in order to provide services.

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?

English Learners: The district EL teacher will collaborate with classroom teachers to make necessary accommodations to the assigned work. They will collaborate via email and Google classroom. If extended NTI is needed, the EL teacher will be made a co-teacher in the online classrooms where EL students that she services are enrolled. The EL teacher will be available during school hours to communicate and assist EL students with their assignments as well as communicating any social and emotional needs they may have.

504 Students: All 504 documents are located under the PLP tab in Infinite Campus, thus, teachers and school counselors have access to the plans during NTI. District general education teachers will continue to provide 504 plan accommodations via email and google classroom for identified students on a daily and/or weekly basis pending the students 504 plan. The 504 coordinator, school counselors, school psychologist and general education teachers will ensure that referrals, evaluations and eligibility determinations continue throughout the NTI period via Google Meet to maintain program compliance should extended NTI be needed.

Gifted & Talented: The district GT certified teacher will collaborate with classroom teachers via email and google classroom to assign and manage extensions for students in their identified areas. If an additional Google Classroom is needed for specific areas the GT teacher will make those arrangements and carry out the communication with students and management of feedback and assignments. The GT teacher will continue to monitor progress of all GT students in collaboration with their respective teachers.

Students in Alternative Programs: Students enrolled in alternative programs will continue to receive services and support remotely during NTI. Alternative program teachers and support staff will be in regular contact to offer both academic and social-emotional support in a similar support structure to what is listed in our plan for other students. Students enrolled in our alternative programs are already working in digital learning platforms as their regular means of instruction with assigned staff supporting their learning. If a shift is needed to NTI, their learning will continue in the same manner.

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

The Purpose of LaRue County Schools is to inspire all students to achieve success by empowering staff to provide innovative learning experiences where every individual achieves his/her post-secondary goals in a partnership with family, school and community. Our goals include providing a secure and safe environment for students and staff, improving social-emotional wellness for all students, improving early childhood services, and ensuring all students are transition ready for the next level in their progression (elementary, middle, high, and post-secondary) by developing 21st century learning skills at all levels. Equity, diversity, and inclusion are woven throughout all components of our strategic plan. Our vision for LaRue County Schools is to create a future-driven school system focused on the whole

LaRue County

child, where no learner is ever marginalized. Focusing on the whole child allows us to attend to the social, emotional, cognitive, mental health, and trauma-based needs of ALL students. Being future-driven means our schools routinely anticipate forthcoming changes in the career, social, economic, and technological landscapes to inform ALL decisions today. We never want any group to be marginalized. Therefore, ALL children, families, and staff are embraced, valued equally, and served with equity, regardless of race, ethnicity, religion, sexual orientation, gender, socio-economic circumstance, or disability. The continuation of learning plan outlined in this diagnostic will allow our district to continue to work towards these goals even when health or safety conditions do not allow for us to be present in our school buildings. We are committed to limited usage of this plan and hope to not need it at all, but we have drafted the plan to align with our goals should the need arise.

LaRue County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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