



2021-22 Phase Four: Continuation of Learning Plan for Districts  
(Implemented 2022-23 School Year)\_08302021\_15:02

2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022-23  
School Year)

**Caverna Independent**  
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## 2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022-23 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 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.

Cornelius Faulkner 12-21-21

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?

The district's vision is for a seamless delivery of instruction, regardless whether students are in person or NTI/virtual. The 2020-21 school year has provided us with an opportunity to fine tune our delivery process and overcome many challenges associated with distance learning. Through the use of new technologies and the Google platform, our district is able to provide high quality instruction for all students, even in the most trying times. We plan on utilizing the lessons learned this past year to implement a system of instructional delivery where learning loss does not occur on NTI days. NTI lessons will be rigorous and aligned to curriculum maps. NTI lessons will follow the same sequence as normal instruction in order to ensure a continuation of the learning from regularly scheduled classes. Some lessons may cover new topics, other lessons will be enrichment in nature (building on what the student already knows), yet other lessons may be skill practice. Colonel NTI days will utilize technology, blended and project-based learning to provide the student with an educational experience that is equivalent to a day of face-to-face instruction. The primary method of delivery of instruction for students with internet access in intermediate grades through 12th grade will be web-based with Google Classroom serving as the main platform for managing student assignments. Within the Google Classroom framework, teachers will design instruction based on current curriculum maps that utilize project based learning and blended learning opportunities for students. Examples of the web-based resources that teachers will use in planning engaging and interactive lessons through the Google Classroom will include: Google Drive, Board Works, Flocabulary, Zearn, Prodigy, Lexia, Kahn Academy, Twitter, and Reading Plus. For students in primary grades and those in other grades who do not have access to the internet, teachers will plan instruction utilizing printed copies of

work based on up-to-date curriculum maps. Teachers will use a variety of strategies that include: Project-based learning, reading logs, science experiments, math skill sheets, read and reflect, etc. Teachers will utilize Google Classroom and Google Meets to support students with their academic progress and social emotional learning. The district will also utilize telehealth to support students with health and emotional needs. Teachers will be available by phone to answer any questions that may arise. All certified staff will be required to be available during normal school hours to fulfill traditional duties in a digital manner. Duties of various staff members will include: - update and grade assignments, keep logs for parent and student contacts, unit/lesson planning, professional learning activities, PLC meetings. Classified staff may be required to be present in the building for sanitation, food distribution, or NTI work preparation or grading. If classified staff are unable to be present in the building, the days will be added to the end of the year as needed. Staff may also be assigned professional learning to complete virtually and print certificates for verification of participation. A specialized course listing will be developed for classified staff for this purpose. The district will use multiple platforms to communicate information regarding non traditional instruction. We will use our OneCall system to reach families. We will post our information on our district webpage, use our Twitter and Facebook social media platforms for the district and each school. We will also use Google messaging and Dojo messaging systems to communicate with families.

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 special education teacher will modify the student's NTI daily work and will provide guidance on specially designed instruction that can be provided to meet the student's individual needs. The special education teacher/case manager will contact the parent via phone, dojo, text or email to provide assistance and answer any questions they may have on NTI days. If the student receives any related services (Occupational Therapy, Physical Therapy, Speech), related services personnel will also provide strategies for the student to use on the NTI days to continue to work on needed skills. If the NTI days are over a week period of time the SLP will begin tele therapy with those that have access. At every ARC Meeting, we include in the conference summary the following statement: The ARC committee discussed non-instructional days and how to best meet XXXXXX needs in his/her academic areas. Specially designed instruction for each of XXXXXX's goals was discussed. The special education teacher explained to the parent how they implement the specially

designed instruction for each goal. All ARC meetings will be held over Google Meets when in-person meetings are not possible.

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- Service plans will be implemented by the classroom teacher as usual and the EL teacher will continue instruction to help fulfill the service plan if a pull-out resource is indicated. 504 Plans-Every 504 student has a special education teacher assigned to him/her. Depending on modifications listed on 504 plan the teacher will follow the same guidelines as a student with an IEP as described in question 4. Gifted Student Service Plans- Gifted service plans will be implemented by the regular classroom teacher. The GT teacher will provide resources to the classroom teacher. If the GT teacher has a pull-out GT class, he/she will continue those services.

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

Our NTI plan aligns with the goals in our CDIP in that we will provide a rigorous curriculum for all students regardless of whether they are able to attend in person or via a non-traditional approach. We will continue to have high expectations for academic achievement for all.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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