



2020-21 Phase Four: Continuation of Learning Plan for
Districts_12292020_17:32

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

Fulton County
Patrice Chambers
2780 Moscow Ave
Hickman, Kentucky, 42050
United States of America

Table of Contents

<u>2020-21 Phase Four: Continuation of Learning Plan for Districts</u>	3
--	---

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

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.

The Fulton County School District is committed to providing all students in the system with a wide variety of learning experiences, that will develop them physically, emotionally, and academically and to offer a relevant and rigorous curriculum aligned to the state's new Kentucky Academic Standards and goals in order to allow them to gain the knowledge and life skills needed to succeed as they transition through the district and on to post-secondary college, career, or technical training. The district is committed to ensuring a continuation of learning whether

learning is in-school or through NTI by using a variety of delivery options that meet the individual needs of our students and parents. While we believe that in person instruction works best for the majority of our students, our administrators, faculty, and staff are trained and prepared to offer a continuation of learning through nontraditional instruction when needed.

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

A variety of methods will be used when NTI is needed for district to instruct our students. The primary method is to use learning management systems such as CLEVER and Google Classroom to organize our lessons/subjects and make NTI easier for our students and their parents. • The district employs a part time digital/data learning coach to assist in any technology problems the students may have and serve as a liaison for the students who are using programs such as Edgenuity, which has on-line courses. • All teachers use iReady, which is a math and reading software that is personally customized to the needs of individual students. • Teachers use Zoom to deliver live and recorded instruction as well as creating videos through Screen Castify. These options do require Internet and Chrome Book access and are provided to our students that have Internet access. • The district is piloting with KET to use their Data Casting system which sends a broadcast signal to the home and students can access lessons one way and get them completed. It allows immediate access for our non-Internet students. • The district will use paper packets of materials for students to take home and work on while at home when necessary. This is used when the other options are not available to students or at the specific request of parents who have specific reasons for needing them or for students when they are only going to be on an NTI day for one or two days. • The schools divide up the students among the faculty and staff and contacts the students through phone call, text, or email throughout the day to offer lessons and assistance and to check on the well-being of all students. • Attendance is taken each day of non-traditional instruction for staff and students through the learning management system, CLEVER, email, and texts.

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

Fulton County Schools uses CLEVER as a learning management tool in grades K-8 along with Google Classroom. CLEVER gives the students access to several programs that are used with one login that is very helpful for younger children. The high school uses Google Classroom for a learning management system. Programs such as Edgenuity and iReady also have login and learning management systems

embedded into their systems. The district also employs a part-time digital/data learning coach who manages the virtual students and assist with NTI days.

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)?

Fulton County Schools is piloting with KET to use their Data Casting system to see if this option works for our students who live in remote areas with limited access to the Internet. The district uses the following options for limited Internet access: • Paper and pencil packets for students who do not have Internet access and for NTI days that are one or two days in length. • Wifi access for students in the school's parking lot and public library. • Access to schools on Fridays or after school when feasible. • Hybrid schedules with access to the school's wifi and computers when feasible. • Hot spots are an option, although some areas are too remote for them to be used

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?

Fulton County Schools will enact NTI days when needed and will continue to use our NTI plan. A combination of the following will be used: • Zoom classes, • Google Classroom, • iReady, • Edgenuity, • phone calls, • KET Data Casting, • and paper and pencil packets to ensure that continuation of learning is occurring during NTI days. The faculty and staff will continue to contact students to offer assistance to them throughout the day to take roll and ensure they are completing their assignments and understanding the concepts they are learning. The Food Service, Counselors, and FRYSC Director will also work with the principals, faculty, staff, and other administrators to provide food, emotional and mental support when needed and when possible to the students as a means to meet their physical, emotional, and learning needs.

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?

While Fulton County Schools believes that the best learning environment is providing in-person instruction, the district also sees where nontraditional instruction can benefit students that are experiencing: • home/hospital, • maternity leaves, • inclement weather, • safety, • alternative education, • expulsion, • or other extenuating circumstances. Juniors and seniors who are participating in work-based learning and meet the application criteria to participate in virtual learning in order

to also participate in a work-based learning experience may qualify for non-traditional learning. The district will continue to have the capabilities of providing on-line courses through dual credit courses, Edgenuity, and Google Classroom for juniors and seniors and students with specific needs on an individual basis.

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.

Eighteen percent of Fulton County students have IEPs so the faculty and staff have been trained this year on co-teaching and modifications in a virtual learning environment. Faculty and staff will use these strategies and work with the special education teachers and ARCs to make the necessary adjustments to learning that the students need if in-person instruction is not feasible. Parents of students with IEPs can request either digital lessons or paper and pencil packets depending on the learning needs of their students. Students have access to software that allows for modifications and addressing of individual learning needs.

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.

Additional efforts for continuation of learning for special populations include: • having on-line dual credit classes; • on-line courses through Edgenuity; • weekly G/T services and enrichment projects; • a digital/data learning coach; and • programs that can be delivered in English and Spanish, our only ELL language; • and iReady, which is an on-line program that provides individual reading and math assistance designed to meet each student's needs. .

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?

- Two colleges, Murray State University and West Kentucky Community and Technical College, offer dual credit courses to our students in general education and in CTE programs such as welding that allow students the opportunity to earn up three to four semesters of college credits.
- MOA with Mountain Care Counseling Services to offer counseling and mental and emotional health to our students.
- Partners with Fulton County Health Department.
- The Four Rivers Foundation and community sponsors partner with the students and the state dual credit programs

to offer these courses at no charge for any students who meets the dual credit criteria. • The Four Rivers Career Academy, which also partners with the two colleges and the Four Rivers Foundation, is located on the Fulton County campus and offers programs in health sciences, welding, automotive, Information Technology, and marketing. • Fulton County Schools partners with four other schools with the Four Rivers Foundation and shares dual credit teachers in general education classes and CTE classes in a regional partnership.

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.

Teachers will use Zoom in live and recorded sessions; phone calls on daily basis to check for understanding and provide instruction over the phone or through Zoom; text messages; emails between students and teachers; datacasting lessons; and tutoring sessions when feasible for students to come in individually and/or in small groups depending on circumstances. Faculty and staff will check on students' physical and emotional needs as well as instructional needs. The counselors, food service personnel, FYRSC director, and bus drivers will provide additional support for physical, social, and emotional needs. Fulton County Schools is committed to providing academic progress while removing barriers to learning and promoting social and emotional wellbeing.

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.

Fulton County Schools has been involved in rigorous professional development for the last two years including: • training on how to deliver digital instruction, • Google classroom, • Screen Castify, • how to co-teach, • using iReady virtually as a response to intervention, • formative and summative assessments, • how to use data to guide instruction, • Kentucky Academic Standards training, • and a book study of Clarity for Learning. The elementary and middle schools have Educational Recovery staff who have worked with those two schools for two years. The schools have weekly PLCs and the ERS/ERL conduct a monthly New Teacher's Academy for the new teachers. They have worked with the administrators to put systems and processes in place that allow for continuation of learning while in person or in NTI. The faculty at all three schools are trained and prepared to provide quality instruction during NTI days.

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, the following plan will be implemented:

- Teachers create lessons and on long-term NTI days, the students can access the lessons through CLEVER, Google Classroom, iReady, Campus (for dual credit courses), Edgenuity, on-line programs used in the classroom such as Amplify Science, Reading Street, and Go Math or other assigned programs.
- Teachers Zoom classes either live or recorded.
- All faculty and staff are assigned students to call for roll call, instructional help, and wellbeing needs.
- If paper and pencil packets are needed due to special needs of students or lack of Internet capabilities, administrators set up drop off and pick up stations at the school and throughout the county on Mondays and Fridays if feasible.
- Staff members will ride the buses to deliver packets and food to students who need them or live in remote areas for long term NTI.
- For short NTI days, assignments are assigned to students either the day before they go home or through the same means or through phone calls to the students.
- All certified and classified staff work together to have groups of students they call throughout the day to check on and provide instructional assistance to as needed.
- Faculty and staff call or email in by 8:00 and then begin their day of working with their students through Zoom classes, or through TEAMS or other devices.
- Principals and other administrators check on students who do not answer or show up for Zoom classes or check in for attendance.

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.

The local library provides access to the Internet during NTI unless weather or public health conditions require it to be closed. The Public Housing Authority provides areas of WiFi that allows students Internet access in areas of public housing. The school has a school resource officer that is hired by the City of Hickman. The SRO and the DPP conduct home visits to check on students during NTI days if the conditions allow for home visits. The Food Service Department provides meals during NTI days.

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?

The district's communication system includes:

- An all call system to keep parents, students, and community members informed.
- Teachers send out texts and call students and parents on the phone as well as email them.
- The district's Director of Operations posts information to the district's web site and information is shared through local and regional media.
- The Superintendent or Director of Operations, who is also the Safe School Coordinator attend weekly Zoom meetings with community leaders and emergency management personnel to discuss health and weather conditions that affect NTI days.

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

The three district goals are imbedded into our continuation of learning nontraditional instruction plan. The goals include combined math and reading goals, science, social studies, and on demand writing goals, and growth goals, all of which are addressed during NTI days as a continuation of learning.

- The goal of reaching 45% proficiency for our students in math and reading by 2022 had us include iReady, a data driven individualized reading and math enrichment and remediation tool that assess students three times a year and creates individualized plans in math and reading to meet the students' needs in a progressive manner using on-line lessons, videos, tutorials, and games.
- o Teachers have access to the program and the student data to help them modify and assign additional lessons if needed.
- o Math and reading are essential parts of our NTI plans, assignments, and assessments.
- Under the advisement of the Educational Recovery Specialists, Amplify Science was purchased for grades K-8 and it offers an online version that can be done at home. This is a very helpful tool.
- o Teachers also provide simple experiments that can be done at home and assignments that align with the new Kentucky Academic Standards. Lessons in Social Studies are assigned and writing assignments are given with teacher provided assistance and rubrics to guide students.
- o Students are encouraged to write while at home to hone their writing skills so that our second goal of reaching 35% proficiency (up from 12.5%) in science in the elementary school and 45% proficiency (up from 20%) in social studies, on demand writing and science in the middle school can be reached.
- o The high school has a high proficiency in on demand writing (80%) but has set the goal at 100%.
- o While in person instruction is best for teaching these three subjects and gives students direct access to learning, the district does have the ability to Zoom in class and look at writing pieces, discuss social studies events with classmates, and conduct science experiments at home or on-line will add in the continuation of learning should NTI instruction become necessary for short or long terms.
- The goal of growth going from 41.6% to 100% is best met during in person instruction, but with the virtual tools that the district used this year, progress can be made in an

NTI environment with tools like iReady, Moby Max, and Edgenuity. The challenge is to keep the students motivated while they are not in school. In person instruction is the best way to reach the district's goals, but if we are required to go to non-traditional instruction, we are prepared to do this and continue instruction for our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------