



## 2020-21 Phase Four: Continuation of Learning Plan for Districts\_08112020\_10:50

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

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## 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.

See attached

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

See attached

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

See attached

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)?

See attached

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?

See attached

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?

See attached

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.

See attached

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.

See attached

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?

See attached

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.

See attached

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.

See attached

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?

See attached

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.

See attached


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?

See attached

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

See attached

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 CDIP Phase IV JCPS	Continuation of Learning Plan	.

## 2020-21 Phase Four: Continuation of Learning Plan for Districts Jefferson County Public Schools

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 to prevent a loss of learning. The basis of the continuation of the 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 district's vision for ensuring a continuation of learning when implementing nontraditional instruction.**

The end of the 2019-2020 school year and the 2020-2021 school year created an opportunity for JCPS to redesign and reimagine the continuation of learning when implementing nontraditional instruction (NTI). To implement the district's vision for the continuation of learning, JCPS created a district NTI portal where students, teachers, and parents can access information: [Here is the link to that site.](#) For NTI circumstances going forward, this website can be updated for schools to provide parents/guardians and students with the most up-to-date information.

Within the student toolkit, students had and still have access to digital materials and instructional activities to remain engaged in required coursework during NTI days. The NTI portal provided students with access to google classrooms for each of their teachers with the required coursework to ensure the continuation of learning.

In addition to the district portal, each school was required to develop an individual NTI plan based on a common template developed by the District. The plan included expectations and guidelines for teachers, students, and parents. It outlined strategies for ensuring compliance for students with disabilities and EL students, communication, and other resources.

Each school included responses to the following questions –

1. What will be the consistent components for student learning experiences in your school?
2. How will you ensure the focus is on the most essential standards and skills?
3. How will you ensure continuity of learning?
4. How will you provide practice opportunities?
5. How will you provide choice in the types of learning experiences provided?

Below is an example from an elementary school plan that includes their expectations for students and teacher experiences.

### **Student Experience Guidelines**

- Should be flexible to accommodate for multiple computer users (i.e. teachers should video lessons in case students cannot access at the time taught)
- Should be a blend of both digital and hands-on/non-digital activities - and should provide options for students with no computer or internet access
- Should be reasonable and manageable to complete, without relying on assistance at home
- Should be authentic, relevant, and personalized to the extent possible
- Should be based on the most essential skills and standards
- Should include choices through JCPS Choice Boards and/or in other ways
- Should include opportunities to talk with teachers and receive meaningful feedback toward continuous improvement



### **Teacher Experience Guidelines**

- What is the most important content left for students to learn this year? Start there and prioritize. Also, consider which standards and skills can be successfully learned in the current context.
- Keep it simple. You can do this well with just Google Classroom and one video delivery tool like Google Meets.
- Activities should have options for completion on-line or on paper.
- Progress monitoring and feedback are the keys. Embed practice and “check-ins” for students to get feedback.
- New tools/new content should not be assigned without direct instruction and practice opportunities - just like in face-to-face instruction
- Think like a coach. The goal is to move all students forward through meaningful feedback.
- Think about ways to collaborate with colleagues to embed multiple standards into one, meaningful learning experience. Each course/content area doesn’t have to create assignments in isolation. For example, could you organize learning for a period of time around a guiding question that provides opportunities for multiple content areas and standards?
- Think about how you might use the Choice Board approach or how you might provide choices in other ways.

**Please respond to each of the following and, if needed, differentiate between short-term (e.g. inclement weather) and long-term (e.g. natural disaster, pandemic, etc.) periods of time in which in-person instruction may not be feasible:**

#### **2.ai. How will instruction be delivered when in-person instruction is not feasible?**

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 paper packets. It may be the case that opportunities for synchronous instruction may be provided as well depending on stable connectivity and device availability. 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 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 anticipates providing more devices to eligible families with stimulus funding and as we build 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 to the 2020-2021 period, where students have multiple

opportunities for synchronous instruction, asynchronous assignments, and anytime access to JCPS digital content and applications.

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

The Savvas Realize will be a district-wide available curriculum for students across the content areas. Through the use of Google Classroom as the platform for learning management and the Savvas Realize application as the primary instructional resource, the district has an adaptable instructional design to fit the needs of different populations. This approach is being used in 2020-2021 and will continue as needed into next year.

**2.a.iii. What are your delivery options for students with limited internet access (i.e. digital off-line) or who are off-line (i.e. paper)?**

Those with limited internet access or who are off-line are provided paper-based options. As denoted in the teacher expectations, activities have options for completion on-line or on paper.

**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?**

During the 2020-2021 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. We anticipate providing more devices to eligible families with stimulus funding and as we build our technology infrastructure for the 2021-2022 school year.

**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?**

Schools have digital curricular and instructional resources through various programs they have chosen to use (i.e. Illustrative Math, Savvas Realize). In addition, the district provides Edmentum Courseware (grades 6-12), ExactPath (grades K-8), Literacy Footprints (K-5) and Mastery Connect (K-12) 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 can ensure a continuation of learning for students in nontraditional instruction, while other students may be opting for in-person instruction. This approach is being used in 2020-2021 and will continue as needed into the 2021-2022 school year.

**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.**

During the 2020-2021 school year, teachers in Jefferson County Public Schools (JCPS) are widely using Google Classroom to provide instruction to students during NTI. Students also have the opportunity to use learning packets during NTI. All teachers will provide Supplemental Aids and Services (SAS) to students aligned with their IEPs, either digitally or through paper packets. 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. Each school created a plan for NTI. This model was replicated for the 2020-2021 school year NTI period and will be implemented as needed for 2021-2022.

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 is being provided the accommodations outlined in their IEPs.

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.

**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.**

Comprehensive efforts have been developed to ensure a continuation of learning for special populations.

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 non-disabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student is being provided the accommodations outlined in their 504 Plan.

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 also provides specific examples of resources especially applicable to non-traditional instruction for meeting the specific needs of ELL and GT students. There is a specific link for ESL PreK-12 resources available on the parent/guardian toolkit website. ESL Resource Teachers adapted the student choice boards with EL specific scaffolds to grade-level content standards. JCPS translates the choice boards for students needing oral native language support, which provides access to parents in helping their child. Oral native language support is an instructional accommodation on the PSP. ESL Resource Teachers participate and collaborate with the digital learning team to provide sessions on supporting EL students during the NTI status. ESL Resource Teachers also hold regular check-ins and meetings with ESL teachers and BAIs to support lesson ideas and student-specific needs.

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. Additionally, students received Choice Boards with experiences designed to stretch students thinking and learning in their areas of giftedness. The district has provided online professional learning experiences for teachers to support the inclusion of GT strategies for students during NTI instruction and small group experiences. The district has monitored support for GT students through the GT office.

There are also resources on the teacher and student toolkit website focused on Advanced Placement course support. In addition, the Assistant Superintendents monitor schools and seek assistance where needed for specific needs.

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. All alternative schools adhere to the same instructional guidelines and procedures as any other school offering NTI. Many of our students who attend alternative programs need additional

supports with learning, social emotional health, and trauma support, while at home. 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 Re-Engagement team works 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. Re-Engagement Counselors stay in contact with not only the student, but also communicate with parents to ensure any challenges or concerns are addressed.

This model was implemented in the 2020-2021 school year and will be implemented for the 2021-2022 NTI period as needed.

**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?**

JCPS works closely with post-secondary partners in which students are enrolled for dual credit on critical issues such as (1) grading, (2) ensuring students have both devices and internet access to complete their courses, and (3) adjusting academic calendars and deadlines as needed.

JCPS has also collaborated with foreign exchange agencies to address any potential needs of foreign exchange students during the 2020-2021 NTI period and will continue to do so as needed for the 2021-2022 school year.

**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.**

Multiple communication and instructional supports will be used with students during the 2021-2022 school year when in-person instruction is not feasible in order to ensure academic, social, and emotional well-being. Synchronous sessions will be provided throughout the non-instructional period to provide both instruction and care. Students will participate in synchronous and asynchronous learning and support opportunities similar to the 2020-2021 school year, in which students received both advisory and academic support.

Students will continue to be supported, both in person and virtually, through a district-wide Four Phase Re-Engagement Plan with 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.

To communicate with families, there are two primary ways of communicating through SchoolMessenger and SchoolCNXT. SchoolMessenger is a one-way messaging tool used by some schools and by the district to send texts and emails directly. SchoolCNXT is a newer communication platform and offers more resources. Families can receive messages from the district, schools, and teachers here. In addition to that tool, families can connect with one another through the messaging function. SchoolCNXT also offers a setting to receive and send information in the family's preferred language.

**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.**

The JCPS NTI teacher toolkit provides professional development opportunities for staff. This portal offers both on-demand video support as well as a virtual training schedule on a variety of topics (i.e. using google, creating choice boards, teaching guided reading remotely, implementing ECE strategies).

The toolkit website is comprised of three sections:

1. Instructional toolkit - contains information on topics such as technology resources, equity, CTE and AP
2. Core digital toolkit - contains information on how to use Google tools
3. Digital agility toolkit - contains information on certification programs (i.e. Google, Apple, Microsoft)

**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?**

JCPS has developed NTI guidelines for teachers to ensure that they fulfill their contractual obligations. Those include the following:

- Teachers will work a 7-hour day (including lunch and planning) during NTI. Schools will develop their own schedules for coordinating class meeting times, staff meetings, PLC meetings, planning time, and lunch breaks following the collective bargaining agreements with [JCTA](#) and [JCAESP](#).
- Teachers will participate in faculty meetings.
- Teachers will participate in PLC meetings.
- Teachers will schedule and maintain regular office hours for students and parents to be able to communicate, ask questions, and get additional help.
- Teachers will schedule and conduct synchronous (real-time) instructional opportunities for students in whole class, small group, and/or individual settings. Lessons should be recorded and posted for students who were not able to attend the scheduled meeting.

Please see [this document](#) for further guidance on recording sessions and keeping your Google classroom secure.

- Teachers will implement a student's Individualized Education Program (IEP), 504 plan, Personal Services Plan (PSP), and Gifted Services Plan.
- Elementary: Teacher collaboration is encouraged to ensure students have synchronous learning opportunities at least 5 times per week.
- Middle and High: Teachers will provide synchronous (real-time) opportunities with students in each class a minimum of 2 times per week.
- Teachers will develop a schedule of the instructional opportunities that is consistent each week of NTI and is published, communicated, and monitored.

JCPS has developed recommendations for each staff role group for schools to use in their school-based NTI plans. These recommendations can be found in the District NTI Plan template. Some examples by role groups are provided below.

#### **Classified Support Staff (Secretaries/Clerical/Instructional Assistants) Role in NTI**

- Clean up duplicates and errors in Infinite Campus
- Contact Sub Center to ensure subs that hit their 21st day are counted for the long-term assignment
- Receive phone calls for the school and route them appropriately
- Call and check with families that are not showing up online
- Point of contact for students or parents with technical issues, answer questions about assignments
- Collaborate with assigned teachers to support instruction (if they have devices and internet)
- If the school has a plan for collecting papers/packets, review materials, and notify teachers of completion of work
- Use the phone to remain in contact with students to support them with choice boards
- Assign one support staff per grade level to support teachers with formative assessments (can be used for attendance and feedback on student engagement)
- Call students who didn't submit digital work or engage with teachers or IA by phone (use Google Voice). Log student interaction to document demonstration of learning.

#### **Mental Health Practitioner Role in NTI**

- Provide individual and group counseling to students using audio and/or video platforms
- Provide counseling assignments and visual supports to help with social-emotional development
- Provide de-escalation to students via video and/or audio platforms.
- Provide counseling to students who have counseling as a related service on their IEP where the MHP is the service provider
- Provide check-ins with students who need tier 2 and 3 supports.
- Provide crisis counseling to students
- Contact parents of their regular counseling caseload students to provide means of communication, session dates, times, and confidentiality issues

- Provide resources for parents that are relevant during NTI
- Be available to parents who need assistance or support
- Assist parents with accessing community partners when additional supports are necessary
- Collaborate with administrators and teachers regarding student mental health needs
- Provide strategies for teachers that will support academics, such as help with emotional regulation or loneliness.
- Provide resources to support staff during times of uncertainty, such as on self-care or stress management

#### **Family Resource Youth Service (FRYSC) Role in NTI**

- Support Administrators in removing non-cognitive barriers to learning.
- Collaborate with all stakeholders.
- Connect with other community resources.
- Contact parents without email addresses in Infinite Campus.
- Assist families that do not have internet access.
- Facilitate/assist parents to sign up for text, email notifications via messenger, and parent portal to access grades.
- Communicate and assist families with how to access district chrome books
- Support school-wide efforts for effective communication to families during NTI.
- Provide academic resources on ways to connect learning to the Backpack of Success Skills.
- Communicate with teachers and reach out to any families whose students are not participating once NTI begins to identify and remove barriers.
- Check on students' well-being and follow up on students that need additional supports (this should be in partnership with teachers in order not to duplicate supports and messages).
- Provide support and assist with ensuring paper packets -to ensure equity.
- Communicate/share transitional information to students in Pre-K, K, 5th, 8th and 12th grades.

#### **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.**

Community partners have been able to provide a strong support network for students during NTI in the 2020-2021 school year, and we expect these strengthened partnerships will continue in the upcoming years. JCPS set up a Student Device Access Fund where several businesses and individuals contributed monetary donations to purchase Chromebooks. The digital innovation liaison from the City of Louisville was instrumental in building a bridge to tech companies that helped JCPS secure thousands of WiFi hotspots for students lacking internet access.

We have partnered with and will continue to work with the Louisville Free Public Library and Neighborhood Choice to distribute hundreds of free books to students at multiple feeding sites



across the district. Community partners have also donated items that will be given to families (personal hygiene items, art kits, and school supplies). Additionally, to further keep community partners informed, we have added them to our communication email blast and information is also being translated into multiple languages.

JCPS has a strong partnership with the National Center for Families Learning and with the Metro United Way of Louisville. These partnerships have provided extensive support in working with parents to ensure they are partners in learning during NTI. Each entity has provided books, instructional resources, and some technical support.

During the 2020-2021 NTI period, we continued to reach out to more community partners to provide additional opportunities to encourage, motivate and elevate our students through online supports, ease of access to the internet, and continued family engagement experiences. Through our collaboration with Evolve502, Community Learning Hubs served students needing in-person support. It is possible that in some future NTI situations, these Community Learning Hubs would continue to provide services for families and students.

Additionally, JCPS has several partners supporting professional learning to teachers. Gale, which is a system for databases, has partnered to provide high-quality instructional resources for teachers, NWEA has continued to provide PLC support for instructional planning and design to match student needs to personalizing their instruction during NTI, the University of Louisville has supported Student Teachers with JCPS leaders so that these teachers learn to provide instruction during NTI, and UK Next Gen has continued learning support for district teams in implementing deeper learning strategies through NTI.

In addition, the district has partnered with FEV Tutor to ensure support for students. FEV Tutor is a live, 1:1 virtual tutoring service that all JCPS students in grades 3-12 can access for Homework and Coursework support. The vendor has provided this [JCPS Resource Folder](#) that contains informational videos and resources that can be shared with students and families.

Students can access FEV Tutor directly through their Clever accounts or by visiting [fevtutor.com](https://fevtutor.com). All students receive a welcome email with their unique login credentials. Students can email [ky@fevtutor.com](mailto:ky@fevtutor.com) or schedule a weekly lesson through this [Google Form](#).

## **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 JCPS Communications Division developed and implemented a number of strategies to communicate with families during the 2020-2021 NTI period, including the following key actions:

1. Managed the 313-HELP line where families could call the District for assistance in a variety of areas;

2. Provided direct communication to eligible families to request digital assistance;
3. Provided strategic communication across platforms with families and employees about closure and NTI; and
4. Implemented social media ads and traditional earned media for NTI;
5. Direct text messages and emails shared with families with continued updates throughout the process;
6. Offered communications in multiple languages; and
7. Provided a new app as a resource to keep families connected with their teacher/school during NTI.

We have generated dozens of success stories and direct messages from our Superintendent throughout the course of NTI. Our videos have had more than 600,000 views across all social media platforms since our physical buildings closed on March 13. A number of positive stories were shared in local media outlets about the district's approach to NTI and our continued efforts to enhance the educational experience for students in a virtual setting.

In addition, each school's NTI plan includes strategies for how staff will communicate with students and families. This model will be replicated for the 2021-2022 NTI period.

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

The district has 3 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 equitable access to digital content is an imperative district goal with 1:1 technology, wireless connectivity, and digital literacy being 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.