



CCPS 2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)\_02082023\_10:01

2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 School Year)

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## 2022-23 Phase Four: Continuation of Learning Plan for Districts (Implemented 2023-24 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.

Christopher Bentzel

February 28, 2023

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?

NTI Point of Contact:

Each school will have a Point of Contact for NTI who will communicate expectations to their building staff and monitor implementation at the school level. Schools will want to update the school website with school specific resources or instructions for NTI, including methods for parents to contact teachers and/or administrators. NTI resources will also be posted on our CCPS website for parents and students to access. Students and families will be notified of the procedures for NTI early so they are prepared for last-minute closures.

Teacher Expectations:

Office Hours-All teachers need to set a period of time each day that they are available for parent and student questions. Being available to utilize Google Meet, answer calls, and provide feedback to students is critical to the success of NTI. Time may be protected in the teacher's day for them to grade student work, record lessons, upload tasks and assessments as well as participate in PLCs, RTI, faculty meetings, and welfare check meetings with administrators following Healthy at Work Guidelines. Teachers are not expected to respond to students and parents after 3 p.m. Any questions they receive during the evening hours will be answered the next day during working hours. It is critical that teacher's voicemails be set up and checked daily.

Instruction - NTI Best Practices Document

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Delivery of content should follow the CCPS curriculum pacing guides. Effective, standards-driven instructional practices around supportive learning environments, engaged learners, authentic learning, differentiation, 21st century learning, and student use of technology should be incorporated into lessons. Lessons should include:

- Communication of learning targets and success criteria at the beginning of every lesson
- Formative assessment practices that guide instructional decisions
- Effective and timely feedback
- Differentiated instruction that addresses learners' needs
- Opportunities for students to collaborate

The content delivered during NTI will be a mix of new learning and review of previous learning, depending on the timing and length of the closure.

Assignments given during NTI need to be clearly labeled by day. Because instructional plans will be created ahead of time, the content may not be specific to regular classroom instruction, but should be generalizable to the subject so that work is meaningful.

#### Learning Management System (LMS)

Administrators should monitor student devices or internet access to determine if alternative methods for learning are necessary. Google Classroom is the LMS for elementary students. However, in the event of an abrupt closure, such as a winter storm, elementary students may not have access to computers. This will require work to be established ahead of time for students to have at home. The learning delivery can be in the form of lessons or activities and should be a reasonable amount of work that is not overwhelming to families and students. Grade level teams should work together in the creation of the learning activities to ensure an appropriate amount of work.

Canvas is the LMS for middle and high school students. Instructional resources, videos, texts, and other resources should be housed in this platform. All work should be completed via the LMS, except in rare cases when the school administrator deems it necessary to provide an alternative.

Methods for student work could be lessons or activity packets, choice boards, online lessons, assignments sent digitally through Remind or Dojo apps or project-based tasks that build over multiple days. Teachers will grade NTI student work and give feedback just as they would in face-to-face instruction.

#### Synchronous Learning

Synchronous learning is learning that happens in real time. An example of this would be to set up a Google Meet session to occur from 1-2 p.m. with all of the third grade students in a class. At times, all students may not be able to participate in this

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session due to parents' work schedules or lack of internet connectivity. This should not be punitive for that student. This is an opportunity for community building and checking in on students' well-being (physical, social and emotional). Synchronous instruction can certainly occur, but cannot be the main source of instruction due to issues with equitable access. Any scheduled synchronous meetings need to be coordinated among school staff to avoid overlapping times for students. \*There is no requirement to conduct synchronous sessions during short-term NTI. When facilitating a Google Meet, teachers should be extremely cautious and ready to disable a mic/video, if needed, to protect student privacy or block inappropriate behavior. It may be helpful to have a second facilitator if the group is large.

### Asynchronous Learning

Asynchronous learning is the key feature of successful online learning programs. The word "asynchronous" means not keeping time together, which refers to students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own schedule. Most work completed during NTI will be done asynchronously. When possible, it is a good idea in asynchronous learning situations for video content to be added to the LMS to supplement learning. However, because of the nature of NTI and student access to technology or the internet, video content may not be readily accessible. Teachers are expected to upload learning content that is meaningful and follows a cohesive learning process that students can understand, with or without videos. This allows for flexibility for students to learn and complete assignments on a schedule that is convenient for them and their families. All CCPS staff will strictly adhere to the Technology User Agreement. Proper use of technology will be appropriate and professional at all times.

### Communicating with Parents

Communication between school staff and parents is essential for student success. Below are some strategies to assist with parent communication:

- Establish a consistent location and predictable schedule for sharing information ahead of time.
  - Emails, text alerts, website announcements, newsletters
- Set clear expectations and boundaries for communication.
  - Establish regular office hours and advertise them in an easy to find place
- Make communication multimodal, meaning there are multiple ways to communicate

### Assessments

If necessary, assessments given during NTI need to be appropriate for the home learning environment. Assessment during NTI will need to be planned in order to accommodate internet and computer needs, as well as access to other resources like texts, calculators. If possible, avoid unit assessments, common assessments, or other high-stakes assessments during NTI.

## Monitoring Daily Student Attendance

As Non-Traditional Instruction days are considered instructional days, all K-12 students are expected to participate. Teachers will monitor student participation and report daily the number of students participating. Participation can be counted in several different ways:

- Any contact directly with students during NTI (examples: Remind texts, Dojo reminders)
- Any contact from a parent regarding their student's NTI work
- Access to coursework on NTI days (examples: Canvas assignments, paper assignments)
- Students who completed NTI assignments.

District participation rates will be reported to the Kentucky Department of

Education. KDE will pull the participation rates from Infinite Campus. Low student participation may result in an NTI day not being approved, so the best plan is to be proactive. Every school has a plan in place to MONITOR student participation and RESPOND strategically.

## Student Expectations

Students are required to complete all asynchronous assignments and participate in synchronous meetings as availability and internet services allow. In regards to technology students may use their own devices at home if they already have one or they will use their school assigned device (middle and high schools). All CCPS students will strictly adhere to the Technology User Agreement. Proper use of technology will be appropriate at all times.

## Grades

The number of grades entered into IC each week should follow the school's adopted SBDM policy for grades. Students can receive failing grades for non-completion of work.

## Dual Credit Courses

Dual Credit students will follow the expectations provided by their college/university teacher. The student will be responsible for communicating with their professors regarding expectations for attendance and work when CCPS is not in school.

## Co-op & Work-based Learning

Students will be able to continue their co-op or other work-based learning according to their employer's expectations, provided it is safe to travel.

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

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feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

As a part of FAPE, specially designed instruction and progress monitoring procedures must be planned and implemented. Accommodations for students with Individual Education Programs (IEPs) and 504 Plans need to continue to be met on NTI days. In each student's Admission and Release Committee (ARC) meeting, a contingency plan should be created relating specifically to services the student will receive during NTI days. Creating a contingency plan before a shutdown occurs gives the child's service providers and the child's parents an opportunity to reach an agreement as to the services that would be provided during the dismissal. It is especially important to understand what type or level of parental support the student will have at home on NTI days before deciding on an educational plan for NTI days. NTI day procedures would vary depending on a student's individual needs. Contingency Plan/Specially Designed Instruction As a part of FAPE, specially designed instruction and progress monitoring procedures must be planned and implemented.

Accommodations for students with Individual Education Programs (IEPs) need to continue to be met on NTI days. A contingency plan should be created relating specifically to services the student will receive during NTI days. This plan can be created outside of an ARC. Creating a contingency plan gives the child's service providers and the child's parents an opportunity to reach an agreement as to the services that will be provided during the dismissal. Create the contingency plan based on the individual needs of the child. Document the contingency plan in writing and upload this written plan into IC. When the plan is developed with the parent, document the parent contact in the IC Contact Log. All contingency plans should have been created prior to Sept. 8th each school year. If this has not been done for a student on your caseload, complete immediately. If services will remain the same (ex. speech only students), a contingency plan is not needed. Guiding Questions: Refer to ARC Contingency discussion questions located in: ARC Virtual Guidelines. These questions are just a guide.

It is especially important to understand what type or level of parental support the student will have at home on NTI days before deciding on an educational plan for NTI days. NTI day procedures will vary depending on a student's individual needs. At the student's NEXT ARC, review the contingency plan and document it in the conference summary along with a contingency statement (see below).

**\*\*Contingency Plans are not documented in the IEP. Contingency plans are only documented in the conference summaries or on a document uploaded in IC if discussed outside of an ARC. IEPs are written as if the students are in the school building or the Virtual Learning Academy.\*\*** Refer to the Managing SDI in an NTI State Powerpoint created by the KY Sped Co-op. Refer to Supporting Behavior During NTI Powerpoint created by the KY Sped Co-op: Behavior NTI (KDE Final Version) 4-30.pptx Refer to SDI and MSD Powerpoint created by the KY Sped Co-op.

Contingency Plan Statement There should already be an NTI statement, formerly known as our "NTI blurb", in the conference summary from the previous year which is sufficient until the next ARC meeting can occur. At the NEXT ARC, a more detailed



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contingency plan statement should be included. This is for ALL students including those who do not require an actual contingency plan Statement which replaces the previous "NTI Blurb" in conference summary. Every effort is made to ensure your child receives the services stated in the IEP; however, there may be occasions when typical services are disrupted or missed due to inclement weather, school schedule changes, holidays, student absences, staff absences, field trips, conferences, district/statewide testing, (pandemics/ global threats), etc. If a Non-Traditional Instruction (NTI) day occurs, services may be presented in a different format (i.e. student curriculum packets, activities, online instruction, etc.). Regardless of possible disruptions or occasional missed services, IEP goals and objectives will continue to be addressed as the district provides a free and appropriate public education consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

How should districts provide paperwork to families after virtual ARCs? U.S. mail may be used to send documents to parents. If email is utilized for communication with parents, schools should ensure that secure email protocols are utilized and parental permission is obtained PRIOR to sending documents via email. Email Permission Form: Obtain signed parent permission prior to sending documents containing PII (Personally Identifiable Information). Upload this permission form into IC and place the signed form in the student's due process folder. Google Meet will be used for virtual ARCs. Please follow district guidance for utilizing the most appropriate tool as they will provide the most up-to-date guidance regarding technology. Progress Monitoring: When considering how and when to monitor student progress toward continuous learning goals during an extended school facility closure, IEP teams and educators must identify flexible data collection strategies for progress monitoring such as: Student work Secure file upload platform.

Probes Video conferencing Teleconference Refer to the Meaningful Progress Monitoring Powerpoint created by the Ky Sped Co-op: Progress Buddy: The process for graphing should remain consistent with practices prior to implementation of NTI days (Progress Buddy). Document in the task section online in Progress Buddy when NTI begins and ends. When analyzing the data to report progress, it is important to consider the following: What in the new situation can skew the data compared to in-school data collection? Should this data be used to make instructional and placement decisions, etc.?

Virtual Accommodations and Modifications: Accommodations and modifications must mirror typical practices as much as possible, given the circumstances. Refer to the Accommodations and Modifications for NTI created by the Ky Sped Co-op.

Co-teaching: General education and special education teachers are permitted to hold virtual classrooms. The special education teacher and the general education teacher will collaborate on an agreed upon time to hold their virtual classroom. However, be cognizant not to identify the special education students. Resource: Virtual service delivery for a resource class may be completed in a group setting. However, teachers must refrain from discussing the students' IEP services or other information in a student's educational record while the whole class is attending virtually. Before NTI resource classes begin, documentation must be sent in an

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email by the caseload special education teacher to all students on his/her caseload addressing confidentiality and participation in a resource setting. This will be followed by a discussion and documentation in the conference summary at the student's next ARC. You do not need to schedule an ARC just for this purpose. A confidentiality document titled Group Participation Confidentiality Disclosure for Students with Disabilities has been developed by SPED staff. It should have been emailed or mailed to parents of all students on a teacher's caseload and documented in the IC contact log. It should also be posted in Canvas or Google Classroom for parents to reference. If this has not been done for a student on your caseload, complete immediately.

At the student's next ARC, document the following in the Conf. Summary. Statement Example: Parents were informed that \_\_\_\_\_ may receive instruction in a small group through an online platform during a non-traditional instructional day (NTI) and it would be necessary for him/her to be visible on camera. Parents were also informed that their child could possibly be seen or heard by others in alternate locations; however, no confidential information regarding \_\_\_\_\_'s disability or services would be discussed or shared during the sessions. Resource classes should be scheduled based on IEP service minutes and frequency in order to remain in compliance. Google Meet will be utilized to provide resource class services. Google Calendar will be utilized to send reminders for resource time. Google Classroom will be utilized to provide assignments, probes, instruction, etc. Using weekly minutes versus daily minutes when developing IEPs and contingency plans will allow flexibility in meeting students' needs.

Evaluation Timelines: Timelines remain the same. NTI days are considered instructional days and should be included when counting school days for purposes of determining and complying with legally required timelines. Vision and hearing are by appointment with the school nurse. Conduct testing by making appointments with the parents to bring the student to their zoned school building. Conduct a virtual ARC to determine if you have enough data to determine eligibility by day 50. If you do, determine eligibility and obtain consent for services by emailing paperwork after obtaining consent from parent to email documents. Conduct a reevaluation meeting (or include this with an annual, etc.) at least three months before re-evaluation date. Utilize record reviews when appropriate. The ARC may also determine there is insufficient data to make an eligibility decision. If you don't have enough data, include a statement with a plan for obtaining it as soon as school resumes. This should not be an issue since in-person testing appointments can be made (see next bullet). If there are missing evaluation pieces, create a plan to gather the missing pieces (i.e. schedule testing appointment, virtual behavior observation, telephone conference with parent, etc.). DO NOT wait until in-person classes resume to complete the evaluation. Refer to the timeline document in Google Docs, Special Education Evaluation.

Timelines: All evaluations require behavior observations to triangulate data. Consider how to obtain the data through alternate means. Obtain access from the student's teacher to enter a virtual lesson (in the area being observed) in order to complete a classroom observation. If eligibility can be determined without a

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behavior observation, do so. However, every effort should be made to obtain complete observations.

**Documentation of Services:** Log all interactions with parent and student in the special education Contact Log in IC. This will be in addition to contact logs required by your school administration (ex. "NTI Teacher Contact Log"). What happens if we can't provide instruction? – If teachers are unable to provide services, the individual IEP teams will need to make the determination if, and to what extent, students are owed compensatory (make-up) services once school resumes in person. Refer to the DoSE and Consultants for further clarification on compensatory education services. Document ALL attempts to contact and services not provided in the contact logs. Be sure to include the reason WHY the service wasn't able to be provided. \*\*Teletherapy should always be your first choice during NTI days. If teletherapy is not an option for a student, he/she may be brought to the school by appointment (1:1) for speech, OT, or PT. Other 1:1 appointments are on a case-by-case basis. Contact the transportation department to make arrangements if needed for those students receiving special transportation. **Paraprofessionals:** Special Education Teachers should prepare and provide materials, establish norms and expectations, and equip others (such as paraprofessionals) to assist in the facilitation of learning. If working, instructional assistants may help teachers monitor the virtual classroom, make "check-in" calls with students, answer student questions virtually or via phone, assist with grading, perform classroom clerical duties, participate in a Professional Learning Community (PLC), or perform any number of tasks related to typical duties. See MSD section for further information specific to MSD/EBD paraprofessionals.

**Moderate/Severe Disabilities (MSD) and Emotional Behavioral Disorders (EBD) Self-Contained Classrooms:** Virtual service delivery for a self-contained class may be completed in a group setting. However, teachers must refrain from discussing the students' IEP services or other information in a student's educational record while the whole class is attending virtually. A confidentiality document titled Group Participation Confidentiality Disclosure for Students with Disabilities has been developed by SPED staff. It should have been emailed or mailed to parents of all students on a teacher's caseload and documented in the IC contact log. It should also be posted in Canvas or Google Classroom for parents to reference. If this has not been done for a student on your caseload, complete immediately. This will be followed by a discussion and documentation in the conference summary at the student's next ARC. You do not need to schedule an ARC just for this purpose. Email to be sent to parents will be developed by district SPED staff and given to SPED caseload teachers to send to parents of students on caseload. Conf. Summary Statement Example: Parents were informed that \_\_\_\_\_ may receive instruction in a small group through an online platform during a non-traditional instructional day (NTI) and it would be necessary for him/her to be visible on camera. Parents were also informed that their child could possibly be seen or heard by others in alternate locations; however, no confidential information regarding \_\_\_\_\_'s disability or services would be discussed or shared during the sessions. Paraprofessionals can provide virtual lessons designed by a certified teacher (and they will count toward the IEP minutes) IF the certified teacher is there at the same time with the paraprofessional AND checks in/provides support periodically with the paraprofessional and students during the virtual lesson. This can occur even if the

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certified teacher is working virtually with another group of students. It needs to be clear and obvious that the certified teacher participated in this way during the lesson (especially to the supervising guardian). Under the direction of the MSD/EBD teacher, paraprofessionals may be assigned the following tasks (not an exhaustive list).

Create instructional materials and communication displays (print, manipulative/computer-based, etc.) Adapt existing instructional materials/activities for individual student needs (mode of communication or motor responses) Assemble print and manipulative materials and deliver to student homes. Make phone calls to parents and students to build rapport, clarify instructions, and assist with assignments. Provide virtual one-on-one or small group instruction following lessons designed by the certified teacher. No student should receive virtual instruction solely from a paraprofessional. In addition to designing instruction, special education teachers should also develop progress monitoring systems, supervise lessons conducted by paraprofessionals and give feedback as needed. Score work samples and collect progress monitoring data The following tasks will be completed only by the certified teacher: Communicate with parents about issues related to the IEP and student progress, behavioral interventions, or medical or personal care routines Document parent contacts in Infinite Campus Design lessons plans for instruction of IEP goals and content standards. Design progress monitoring systems.

Virtual service delivery may be completed in a group setting. However, teachers must refrain from discussing the students' IEP services or other information in a student's educational record while the whole class is attending virtually. A confidentiality document titled Group Participation Confidentiality Disclosure for Students with Disabilities has been developed by SPED staff. It should have been emailed or mailed to parents of all students on a teacher's caseload and documented in the IC contact log. It should also be posted in Canvas or Google Classroom for parents to reference. If this has not been done for a student on your caseload, complete immediately. This will be followed by a discussion and documentation in the conference summary at the student's next ARC. You do not need to schedule an ARC just for this purpose.

Conf. Summary Statement Example: Parents were informed that \_\_\_\_\_ may receive instruction in a small group through an online platform during a non-traditional instructional day (NTI) and it would be necessary for him/her to be visible on camera. Parents were also informed that their child could possibly be seen or heard by others in alternate locations; however, no confidential information regarding \_\_\_\_\_'s disability or services would be discussed or shared during the sessions. Document all parent/student contacts and attempts at service delivery.

Will continue to test students by making evaluation appointments with the parents. Attempt to schedule this during the ARC. Try to obtain documents from parents and test students ASAP. Federal timelines are still in place. There are no exceptions at this time. Provide a disclaimer in your report such as: "This evaluation was completed while complying with health guidelines of social distancing. Please note that evaluation in this manner utilizes testing procedures that do not follow standardization guidelines of the instruments used. Typical classroom observations were not able to be obtained. The results of this evaluation should be interpreted in

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light of any deviations made due to Covid-19 pandemic." If a referral is made, you must hold an ARC to address the concerns, but keep in mind you can exercise the option of "not enough data to suspect a disability" as interventions/data may be limited. Log all face to face interactions. PRESCHOOL Expectations During NTI Days Teachers will record a daily large group instruction session (with a minimum of one reading and one math weekly) and post on ClassDojo

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?

Migrant and EL services:

Implementation of Program Services Plans (PSPs) should continue on NTI days. Non-Traditional Instruction day procedures would vary depending on a student's individual needs but could include, for example, adjusting the classroom teacher's lessons, creating student-specific lessons, downloading lessons or educational games onto a device and sending it home, using technology to create face-to-face learning experiences, or calling the students at home to work through lessons. It is recommended that information relating to NTI days be sent home in the student's native or home language. English Learner teachers must be available to students on NTI days. Implementation of Program Services Plans (PSPs) should continue on NTI days. Non-Traditional Instruction day procedures would vary depending on a student's individual needs but could include, for example, adjusting the classroom teacher's lessons, creating student-specific lessons, downloading lessons or educational games onto a device and sending it home, using technology to create face-to-face learning experiences, or calling the students at home to work through lessons. It is recommended that information relating to NTI days be sent home in the student's native or home language. English Learner teachers must be available to students on NTI days.

Gifted Services:

Implementation of Gifted Student Service Plans (GSSPs) will continue on NTI days. Non-Traditional Instruction day procedures will vary depending on a student's individual needs but can include, for example, the gifted and talented teacher creating enrichment lessons and activities or the creation of a long-term project related to the goals in the GSSP.

Students placed in Alternative Education Programs:



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Christian County purchased Florida Virtual Learning for students in Virtual and Alternative Academies. This program is set up like a regular school day where content teachers have class periods each day and students log on during those times. This program allows students to get the same instructional day just like being in school. The students have to check in each period and the curriculum is congruent to the Kentucky Academic Standards. For students of other populations, teachers continue their additional support through Google meets with students and their caseload managers interact with them also throughout the day. Florida Virtual allows us to offer Advanced placement courses to students so they keep on task while they are in another setting. Students have a one on one device so they can work on their assignments in the event we are on NTI. The modules and interaction with teachers are available to students. The goal is to continue any services offered in the regular school to be offered in the virtual learning environment.

Multi-Tiered Systems of Support Monitoring student progress and providing interventions in response to student data is critical for student success during NTI. Schools need a plan for continuation and/or implementation of MTSS.

Student Welfare Staff should maintain an awareness of student well-being and safety. They must be cognizant of their continued duty to report to the Division of Child Based Services if there is a need observed by them or reported to them during NTI.

School Based Therapists will make contacts with their caseloads via email, text or Google Meets, if necessary. Other Certified Staff Counselors, Related Service Staff, and Administrators are expected to perform regular duties and other duties as assigned, as long as it is safe to do so according to principal discretion.

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

The CCPS Non Traditional Instruction Plan relates to our district goals of providing ALL students access to standards-based instruction, even when weather or other events pose a threat to learning. The plan aligns to our curriculum guides and expectations for student engagement and takes into account ALL students and their needs. The plan is comprehensive to include student learning and physical needs.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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