Superintendents Webcast

April 13, 2021

TEAM KENTUCKY

Kentucky Department of Education
Our Children, Our Commonwealth

Agenda

Welcome

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

KDE Communications Updates

Toni Konz Tatman, KDE Chief Communications Officer, Office of the Commissioner

ADD IN COVID UPDATE FROM DPH

Updates to Healthy at School

Kelly Foster, Ed.D., Associate Commissioner, KDE Office of Continuous Improvement and Support

Accelerating Student Learning During Summer and Through the Academic Year

Micki Ray, Director, KDE Division of Program Standards

Misty Higgins, Professional Learning Coordinator, KDE Division of Program Standards

The American Rescue Plan Act, 2021 (ARPA) - ESSER III

Robin Kinney, Associate Commissioner, KDE Office of Finance and Operations

(Cont.)

Agenda *(Cont.)*

Virtual Learning Options, 2021-2022

Ben Maynard, KDE Digital Learning Coach

Marty Park, Chief Digital Officer, KDE Office of Education Technology

Supplemental School Year Program (SB 128)

Meredith Brewer, Ph.D., Director of Education Policy, Office of the Commissioner

Chuck Truesdell, KDE Director of Government Relations

Question and Answer Session *(Submit Questions via Google Form)*

KDE Leadership Team

Next Webcast and Adjournment

Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

KDE Communications Updates

Toni Konz Tatman, *KDE Chief Communications Officer*

Office of the Commissioner

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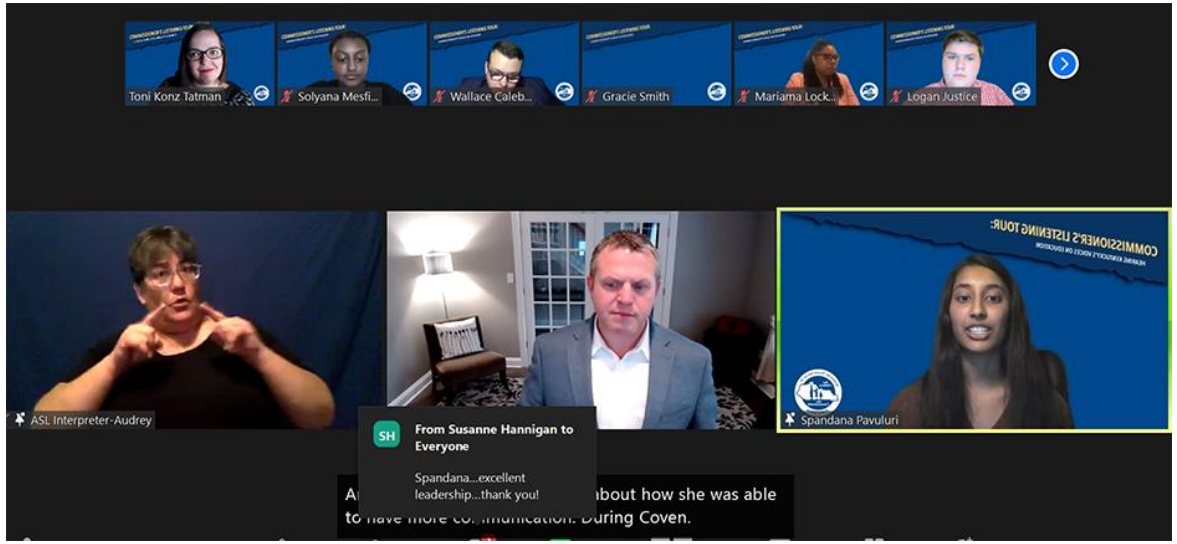
Commissioner’s Listening Tour

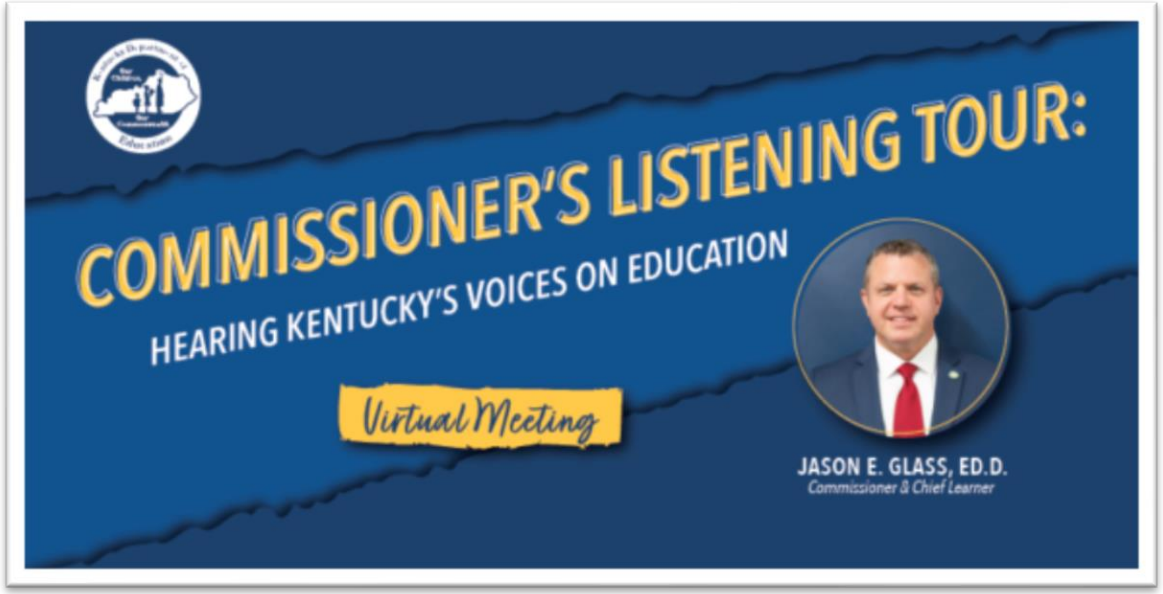
- To gather input on long-term aspirations for Kentucky’s education system
- Began April 6, ends May 11
- Eight more sessions to be held across the state, one in each cooperative region and in Louisville. The second Louisville session will be May 11
- Sessions in the evening and last approximately 90 minutes



[You must register on the KDE website to attend.]

Commissioner's Listening Tour

- **April 15, 6-7:30 p.m. CT:** Green River Regional Educational Cooperative (Bowling Green)
- **April 20, 6-7:30 p.m. ET:** Southeast/South-Central Educational Cooperative (Richmond)
- **April 22, 6-7:30 p.m. ET**: Central Kentucky Educational Cooperative (Lexington)
- **April 27, 6-7:30 p.m. ET:** Northern Kentucky Cooperative for Education Services (Cold Springs)
- **April 29, 6-7:30 p.m. ET:** Ohio Valley Educational Cooperative (Shelbyville)
- **May 4, 6-7:30 p.m. ET:** Kentucky Valley Educational Cooperative (Hazard)
- **May 6, 6-7:30 p.m. ET:** Kentucky Educational Development Cooperative (Ashland)
- **May 11, 6-7:30 p.m. ET:** Greater Louisville Educational Cooperative (Louisville) *(Second Louisville session)*



Salute to the Class of 2021

- KDE is preparing for its Class of 2021 social media shout-outs.
- Like last year, we will post several a day, and if we can find your social media handles, we will tag your accounts. Here is an example of a tweet from last year's campaign.
- Any photos submitted must display health and safety guidelines outlined in the Healthy at School document, including social distancing and mask-wearing.
- KDE will not use photos that do not follow the guidelines.
- Submit at least five photos of your senior class that feature a great representation of your high school(s).
- Submit pictures using this Google Form by 11:59 p.m. Friday, April 30.

Updates to Healthy at School

Kelly Foster, Ed.D., Associate Commissioner,

KDE Office of Continuous Improvement and Support

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Social Distancing

- Schools may reduce the distance between students in classrooms from 6 feet to 3 feet. All other mitigation strategies must remain in place.
- Social distancing must remain at 6 feet in common areas, such as hallways, cafeterias, gymnasiums and auditoriums.
- Middle and high schools should plan to return to 6 feet of social distancing in classrooms if community spread returns to high levels.

Temperature Screening

- Schools are no longer expected to screen students and staff for temperatures when entering the school bus or building.
- Temperature screening should still be performed as part of the regular physical assessment of symptomatic students.

Accelerating Student Learning During Summer Learning and Through the Academic Year

Micki Ray, Director, KDE Division of Program Standards

Misty Higgins, Professional Learning Coordinator,

KDE Division of Program Standards

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Creating Acceleration Plans

- Grounded in evidence-based strategies and practices that provide students with more time and dedicated attention focused on immersing students in grade-level standards
- Also should include strategies that support students' social-emotional and behavioral needs so students are in a physical and emotional state that enables them to learn

KDE Guidance

- Includes research-based recommendations for:
  - Creating effective summer learning programs designed to accelerate student learning
  - Integrating social-emotional learning (SEL) into summer learning programs
  - Using high-intensity tutoring and vacation academies throughout the school year to provide ongoing support to meet students' academic needs

Summer Learning

- Based on research from the RAND Organization (2018) and the Wallace Foundation (2019)
- Recommendations meet ESSA Tier I standards for impacting student achievement in math and Tier III standards for impacting student achievement in reading and social and emotional learning.

Summer Learning

Recommended Structure:

- Five to six weeks in duration
- Five days of programming per week
- 60-90 minutes of math and 90-120 minutes of reading/writing instruction per day
- Two-three hours for enrichment activities
- Small classes of up to 15 students per teacher

Schools/districts may need to adapt structure based on local needs assessment, student data and available resources.

8 Evidence-Based Practices for Summer Learning

1. Use an effective planning process.
2. Utilize highly effective teachers and provide high-quality professional learning.
3. Ensure sufficient time on task. Maximize active class instruction.
4. Prioritize student recruitment and attendance.
5. Use a common local curriculum and high-quality instructional resources matched to student needs.
6. Offer carefully planned enrichment.
7. Focus on creating a unique positive climate.
8. Implement cost-saving measures.

Continued Support Through Academic School Year

Based on research from the Anneberg Institute at Brown University (2021) and McKinsey & Company (2020)

- Three crucial supports:
  - Quality, standards-aligned Tier 1 instruction
  - High-intensity tutoring
  - Vacation academies

High-Intensity Tutoring

- Provides students with individualized tutoring sessions three or more times a week that address content that meets students where they are, but also links back to what is being taught in the regular classroom.
- Research shows that students participating in high-intensity tutoring learned one to two additional school years of mathematics in a single year (grades 3-12).
- For reading and writing, proves to be more effective with K-2.

Vacation Academies

- Provides students with 25 hours of targeted instruction in a single subject during week-long vacation breaks.
- Research shows students participating in vacation academies gain up to three months of additional learning in the targeted subject area.

Questions?

Micki Ray
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Misty Higgins
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The American Rescue Plan Act, 2021 (ARPA)

ESSER III

Robin Kinney, Associate Commissioner, KDE Office of Finance and Operations

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Elementary and Secondary School Emergency Relief (ESSER III)

- Nearly $122 billion for grants to states
- Kentucky's allocation: $2,084,773,000
- At least 90% of funds for subgrants to LEAs: $1,876,296,000
- Available through Sept. 30, 2024
- Allocated to state education agencies (SEAs) based on each state's share of Title I funds received in the most recent fiscal year
- Subgrants from the SEAs to local education agencies (LEAs) based on each LEA's share of Title I funds received in the most recent fiscal year

ESSER III Allocation

- KDE has received award of $1,389,848,771, representing 2/3 of the total state allocation.
- The remaining 1/3 of the allocation – representing $694,9244,386 – will be released upon approval of a required U.S. Department of Education application and plan submitted by KDE.
- Same process as with ESSER I and II. Districts will provide signed assurances and a spending plan.
- District ESSER III allocation amounts will be posted on KDE's Federal Grants webpage on April 13, 2021.

ESSER III – LEA Subgrants

- LEA allocations in an expedited and timely manner and, to the extent practicable, not later than 60 days after the receipt of such funds.
- LEAs must reserve not less than 20% to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs or extended school year programs, and ensure that such interventions respond to students' academic, social and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness and children and youth in foster care.

ESSER III – Use of Funds

- Remaining funds (80%) may be used the same as ESSER I and II.
- Same uses as ESSER I and II, including repairing ventilation systems, reducing class sizes, implementing social distancing guidelines, purchasing personal protective equipment, and hiring support staff to care for students' health and well-being.
- No Equitable Services requirements by LEAs (separate EANS program to be administered by SEA).

Return to In-Person Instruction Plan

- LEAs must develop and make publicly available on their website, not later than 30 days after receiving the allocation of funds, a plan for the safe return to in-person instruction and continuity of services.
- Before making the plan publicly available, the LEA shall seek public comment on the plan and take such comments into account in the development of the plan.
- Not applicable if, prior to March 11, 2021, the LEA developed a plan for the safe return to in-person instruction that included and considered public comments and is publicly available on the LEA website.

State Set Aside

- At least 5% of total funds for activities that address learning loss through evidence-based interventions (summer learning, extended day and extended school year programs). Interventions must respond to students' academic, social and emotional needs and address the disproportionate impact of the pandemic on disadvantaged student populations.
- At least 1% of total funds to implement evidence-based summer enrichment programs.
- At least 1% of total funds for evidence-based comprehensive afterschool programs.
- 2.5% may be used for other permissible uses under the act.
- .5% may be used for administration.

State Set Aside

Est. Min. Reserve to Address Learning Loss (5%)	Est. Min. Reserve for Summer Enrichment (1%)	Est. Min. Reserve for Afterschool Programs (1%)	Other State Activities Max. (2.5%)	Est. Max. Reserve for State Administration (.5%)
$104,239,000	$20,848,000	$20,848,000	$52,119,000	$10,424,000

SEA Maintenance of Effort and Maintenance of Equity

As a condition of receiving funds under section 2001:

- Maintenance of Effort: SEA is required to maintain support for elementary and secondary education, in FY 2022 and 2023, at least at the proportional levels of the state's overall spending, averaged over fiscal years 2017, 2018 and 2019.
- Maintenance of Equity:
  - SEA shall not, in FY 2022 or 2023, reduce state per-pupil funding for any **high-need LEA** in the state by an amount that exceeds the overall per-pupil reduction in state funds, if any, across all LEAs in such fiscal year.
  - SEA shall not, in FY 2022 or 2023, reduce state per-pupil funding for any **highest-poverty LEA** below the level of per-pupil funding provided to each LEA in fiscal year 2019.

LEA Maintenance of Equity for High-Poverty Schools

As a condition of receiving funds under section 2001:

- (A) An LEA shall not, in FY 2022 or 2023, reduce per-pupil funding (from state and local funds) for any high-poverty school served by the LEA by an amount that exceeds:
  - (i) The total reduction in LEA funding (from state and local funding) for all schools served by the LEA in such fiscal year (if any); divided by
  - (ii) The number of children enrolled in all schools served by the LEA in such fiscal year; or
- (B) Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds:
  - (i) The total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by
  - (ii) The number of children enrolled in all schools served by the local educational agency in such fiscal year.
- Exceptions: (A) LEA total enrollment less than 1,000 students; (B) LEA operates a single school; (C) LEA serves all students in each grade in a single school; (D) LEA demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

Emergency Assistance to Non-Public Schools (EANS II)

- Kentucky's Estimated Allocation: $42,344,000
- Available through Sept. 30, 2024 (with Tydings Amendment), for making allocations to governors under the EANS program to provide services or assistance to non-public schools that enroll a significant percentage of low-income students and are most impacted by the qualifying emergency.
- Unlike EANS I, EANS II funds cannot be used to provide reimbursements to any nonpublic school.

Operational Updates

- ARPA - ESSER III: There is appropriated to the Department of Education for fiscal year 2021, out of any money in the Treasury not otherwise appropriated, $122,774,800,000, to remain available through Sept. 30, 2023, to carry out this section.
- **With Tydings Amendment Period funds are available as follows:**
  - ESSER I – Through Sept. 30, 2022;
  - ESSER II – Through Sept. 30, 2023; and
  - ESSER III – Through Sept. 30, 2024.
- USED ESSER III fact sheet

Virtual Learning Options 2021-2022

Ben Maynard, KDE Digital Learning Coach

Marty Park, Chief Digital Officer, KDE Office of Education Technology

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Virtual Learning in 2021-2022

Traditional Performance-Based Virtual

- Same as it was prior to the pandemic
- Available for students in grades 5-12 (waiver must be submitted for a K-4 option)
- Performance-based, attendance credit is given upon successful completion of coursework
- Doesn’t require waiver

Virtual Learning in 2021-2022

Pupil Attendance Regulation Waiver Option

- Requires approval of a waiver to certain sections of the pupil attendance regulation 702 KAR 7:125.
- With approved waiver, students who are enrolled full time in a virtual school, academy or program can be counted in daily attendance.
- Only students who follow district policy for requesting full-time virtual will be eligible for this option. Districts cannot assign students to this option involuntarily.
- Waiver approval is based on district's assurance of multiple elements necessary for a high-quality, full-time virtual option.

What’s Being Waived or Modified

702 KAR 7:125 Section 1(4) states:

Pupils shall be physically present in the school to be counted in attendance except under the following conditions:

The district is requesting a waiver of this language to include in the definition of “the school” to include a public virtual school, program or academy, established by a Kentucky public school district, where instruction occurs using digital platforms, technologies, with continued access to certified teachers. Where each student is assigned full time to the virtual school, program or academy and there are teachers and other staff assigned to support and provide instruction (via the annual superintendent assurance regarding the Kentucky Digital Learning Guidelines). The virtual learning experience design shall allow for the monitoring of each student's interactions and engagement online, allows for synchronous (or live) visual and verbal interactions and the review of student work and completion of assignments in both real time and on demand (asynchronous interactions).

What’s Being Waived or Modified

702 KAR 7:125 Section 1(1) states:

Daily attendance of pupils in elementary schools shall be determined by taking attendance one (1) time each day prior to the start of instruction and maintaining a pupil entry and exit log at each school.

The district is requesting that for any elementary school pupil that is enrolled full time in a public virtual school, program or academy, daily attendance shall be determined by taking attendance twice a day: once at the beginning of instruction and once more in the second half of the school day (to account for full-day or partial-day funding mechanisms).

What Kind of Virtual Option?

School

- ***A1 with separate principal and SBDM council*** *(a school under administrative control of a principal or head teacher and eligible to establish a school-based decision making (SBDM) council. An A1 school is not a program operated by, or as a part of, another school.*

Program

- ***A full-time program, typically an A5 classified program, where the students' primary enrollment resides. An A5 program also may be used as a secondary enrollment for students in some cases.*** *(District-operated alternative program with no definable attendance boundaries designed to remediate academic performance, improve behavior or provide an enhanced learning experience.)*

Academy

- ***A "school within a school" model enabling students to be scheduled in a full-time virtual course load while retaining enrollment in their A1 school.*** (Students are in a separate calendar within their A1 school.)

What Grade Levels?

What grade levels will your virtual school, academy or program serve as a result of the waiver described above?

- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

Assurances Highlights

Total of 15 assurances to be signed by district

Assurance #4

All truancy laws shall be followed for virtual students. District shall develop and implement policies to address virtual attendance absences, including the attendance status of students with an internet outage and the process to return students to in-person instruction for truancy violations, in addition to legal action which may be required by KRS 159.150, 159.180, and other applicable truancy laws.

Assurance #5

Only students whose families have requested to be enrolled in the virtual school, program or academy are included under this waiver, accompanied by school- and district-approved documentation resulting from locally adopted policies for enrollment. No student shall be involuntarily placed in the virtual school, program or academy. No student shall be placed in the virtual school, program or academy solely due to disciplinary reasons. The Admissions and Release Committee (ARC) of any student with an Individual Education Program (IEP), pursuant to the Individuals with Disabilities Education Act (IDEA), shall document the student's enrollment in the virtual school, program or academy in the ARC Conference Summary.

Assurances Highlights

Total of 15 assurances to be signed by district

Assurance #8

The virtual school, program or academy shall have teachers and other staff assigned to support and provide instruction aligned to the grade-level expectations established in the *Kentucky Academic Standards* (*KAS*), including the selection, vetting and usage of high-quality instructional resources aligned to the *KAS* and grade-level appropriate work. The use of standards-aligned, high-quality instructional resources and curriculum also is assured via the annual superintendent assurance regarding the Kentucky Digital Learning Guidelines. District shall maintain evidence of having systemic formative assessment processes in place to: (1) accurately measure student progress on grade-level standards for students enrolled in a virtual school, program or academy; and (2) support students enrolled in the virtual school, program or academy needing accelerated learning on grade-level standards within Tier 1 universal instruction as well as those students who need more targeted Tier 2 and Tier 3 interventions and supports.

Assurances Highlights

Total of 15 assurances to be Signed by District

Assurance #9

The virtual school, program or academy shall implement synchronous (real-time or live) strategies and digital platforms for two-way student-to-teacher visual and verbal interactions. Additionally the virtual school, program or academy shall utilize a learning management system (LMS) or other digital platforms that allow teachers to monitor a student's progress, interactions and engagement with the teacher and other students online for the review of student work and completion of assignments in both real time and on demand (asynchronous interactions). District understands that frequent live, regularly scheduled contact with a Kentucky certified teacher is suggested to produce more effective results and assures the virtual school, program or academy implemented pursuant to waivers contained herein will prioritize frequent live, regularly scheduled contact with a Kentucky certified teacher.

Plan Narrative

How instruction will be delivered for students in the program, including, but not limited to, descriptions of digital platforms, staff deployment and collection of evidence of work and outcomes.

Final Thoughts

- A virtual learning option **is not required** in 2021-2022, but has been cited by district leaders to reduce the possibility of losing students to home school or private school.
- Waiver is only for 2021-2022 school year.
- District can require students to transition back to in-person if the student is not fully engaged in instruction and/or is not meeting attendance requirements.

Supplemental School Year Program (SB 128)

Meredith Brewer, Ph.D., Director of Education Policy, Office of the Commissioner

Chuck Truesdell, KDE Director of Government Relations

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SB 128 - Timeline

- **May 1**
  - Students must submit written request.
- **June 1**
  - Districts must approve or disapprove all students.
- **June 16**
  - Districts must submit plan and any waiver requests to KBE.
  - KDE will distribute a form to complete.

SB 128 – Accountability

- Students must take the end-of-year assessments for the grade in which they are enrolled – even if they took the same grade's assessment the previous year.

- Students who repeat a high school year (unlike graduated seniors) will be counted as graduating in five years for federal accountability purposes.

SB 128 – Funding

- All program participants – including graduated seniors – will be counted in your SEEK attendance
  - Graduated seniors must complete each semester to be counted.
  - This will impact your 2022-2023 SEEK payments.

- ESSER (II, III) funding may be used, subject to federal guidance, for this program.

SB 128 – Curriculum

- Pursuant to KRS 158.140, students who have met all diploma requirements shall be issued a diploma.
  - Transcripts are locked upon graduation – including GPA.
  - Information from the supplemental year may be included, but grades will be unweighted.
- KHEAA guidance states that **graduated** seniors who return are not eligible for Dual Credit or Work Ready scholarships.

SB 128 – Curriculum

- Courses should be same as those taken in 2020-2021 (if necessary and useful) or have a reasonable connection to the courses taken.
- Students cannot earn credit twice for the same course.
- Early Graduation Program has not changed.

SB 128 – Special Populations

- IDEA funds cannot be used once a student turns 22.
- Participation in the SB 128 Supplemental School Year Program is voluntary – cannot be made mandatory to provide compensatory education.
- Homeless/foster care students still have a right to attend their “school of origin.”
- English learners must have equal access.

SB 128 – Special Populations

- Gifted students must continue to have access to those programs, even if they take part in this program.

- Districts should take into account the impact of this programs on IEPs, 504s, etc.

SB 128 – Preschool

- SB 128 does not apply to preschool.
- For income-eligible children, districts ***may*** enroll a kindergarten-age child in state-funded preschool ***if*** space is available and as a matter of local decision, but cannot receive state funds for enrollment.
- If a child has disabilities, the Admissions and Release Committee (ARC) would determine the least restrictive environment and may consider preschool as an alternate educational setting (if appropriate).

Question and Answer Session
(Submit Questions via Google Form)

KDE Leadership Team

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Next Superintendents Webcast

Tuesday, May 11, 2021

2-4 p.m. ET

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