

Kentucky Academic Standards Resources: Ongoing Guidance and Support/COVID-19 Updates

Helpful Tools for Evaluating Online Instructional Resources

Schools and districts are currently being provided increased access to digital resources. To ensure our students continue to have access to high-quality, standards-aligned instruction, schools and districts can use [Instructional Resource Alignment Rubrics](#) and [Assignment Review Protocols](#) to evaluate how well online instructional resources align to the *Kentucky Academic Standards*.

Instructional Resource Alignment Rubrics are meant to evaluate curriculum and are available for reading and writing, mathematics, social studies, science, health education and physical education, and visual and performing arts.

Assignment Review Protocols are meant to evaluate individual assignments and are available for reading and writing, mathematics and social studies. [This video](#) provides guidance for using the Assignment Review Protocol.

Standards Family Guides Help Families Understand Grade Level Content

Now is a great time for schools and districts to share the Standards Family Guides with families.

Here is a sample message you can use to share this resource with families:

Want to Learn More About Grade Level Expectations? Check out the Standards Family Guides!

The [Kentucky Academic Standards \(KAS\) Family Guides](#) were developed by the Kentucky Department of Education to help families familiarize themselves with the content of each grade level's standards. Each grade level guide contains a standards overview for reading and writing, mathematics, science and social studies that includes suggestions for ways you can incorporate learning into your daily activities. Now more than ever, the Standards Family Guides are a great resource to help you meet your child's learning needs!

Replace In-Person Professional Learning with *Kentucky Academic Standards* Professional Learning Modules for Teachers

With in-person professional learning opportunities being canceled, schools and districts may be looking for alternatives.

[KYstandards.org](#) provides many professional learning modules that help build better understanding of the *Kentucky Academic Standards*. Modules can be facilitated in a virtual professional learning environment or teachers can work through modules on their own.

Visit the [Professional Learning Modules webpage](#) to check the modules out.

Virtual Curriculum Design and Implementation Guidance Session Now Available

In order to provide equitable learning environments for all students, it is important for schools and districts to translate the *Kentucky Academic Standards* into a guaranteed and viable curriculum.

The "Curriculum Design and Implementation Guidance Leadership Session" focuses on building an understanding of the role of standards, curriculum and instructional resources, as well as the components of a curriculum development process outlined in the revised Model Curriculum Framework. The session also provides an overview of resources available to support schools and districts as they develop and revise standards-aligned curriculum at the local level.

To participate, view the "[Curriculum Design and Implementation Guidance](#)" [session video](#) and use the accompanying materials in the [March 2020 Leadership Meeting materials folder](#). EILA credit is available for this opportunity.

Intervention Guidance

Maintaining Response to Intervention (RtI) during non-traditional instructional (NTI) days is important for student success.

To continue intervention on NTI days, intervention programs should be utilized when using a virtual platform, if possible. The small group and one-on-one nature of intervention can make using a virtual platform for learning both ideal and challenging. As a result, it may be necessary to hold one-on-one virtual meetings in place of small group sessions with students once permission has been granted by guardians. This may result in a change in intervention frequency and/or duration on NTI days only. Intervention providers should review school and/or district policy to ensure students' confidentiality is maintained at all times. Additionally, they should use digital platforms provided by the school district as they have been vetted for appropriate security terms that ensure FERPA compliance. Teachers and students also should use their school email addresses to access the school/district approved platform.

If implementing the approved intervention program is not possible, intervention providers should make sure students have access to high-quality texts (fiction and nonfiction) and rich mathematical tasks. When virtual intervention is not possible and take-home packets/learning experiences must be prepared, teachers should avoid overwhelming families with too many resources. They should plan for the normal amount of intervention time per day, and give families specific advice about when and how to use the recommended materials. Intervention providers also should reach out via phone, text and/or e-mail to answer questions and stay connected. Ongoing data collection and analysis of student progress is vital to determine if the right interventions are in place or if a change may be needed to more accurately address student need.

The RtI programming provided to the student prior to, or as part of, the referral process must be appropriate, relevant and evidence-based instruction. In addition, districts and schools provide intervention services in a regular education setting with the instruction provided by qualified personnel [707 KAR 1:300, Section 3(3)(a)]. It should also be understood that RtI strategies cannot be used to delay a student referral for special education as explained in [OSEP Memo 11-07](#) from January 21, 2011. Understanding the importance of the RtI process to the special education evaluation process is important when providing daily instruction through NTI.

Striving Readers Comprehensive Literacy Grant

Current recipients of the Striving Readers Comprehensive Literacy (SRCL) grant have until September 30, 2020 to complete the requirements within the grant. Applications for the second round of the new Kentucky Comprehensive Literacy (KYCL) grant will be due in the spring of 2021. If an extension is granted for SRCL recipients and there is an overlap with KYCL, districts will need to ensure the funding and activities of the two grants remains separate.

Minimum High School Graduation Requirements

Discussions concerning minimum high school graduation requirements are ongoing. More information will be provided when available.

Civics Test

Since the civics test is required by statute and is not an accountability requirement, students are not exempt from taking, and passing with 60% accuracy, the civics test in order to graduate from a public high school with a regular diploma.

Based on the provisions of [KRS 158.141](#):

- Local boards of education and charter school governing bodies may decide how the test is administered.
- Students must correctly answer at least 60 of the 100 questions on the civics test.
- Students may retake the test as many times as necessary to pass.
- Local boards of education will determine how the passing grade will be documented.
- A student who has passed a similar test within the previous five years is not required to take the test.
- Schools must administer this test in accordance with the requirements and accommodations of a student's individualized education program as defined in KRS 158.281 or a Section 504 Plan as defined in KRS 156.027.

The Kentucky Department of Education has partnered with the University of Kentucky to offer a multiple choice version of the civics test on a [web based platform](#). Every Kentucky school district has access to this platform, and student can log in with their school email or their Google account. For more information about this resource, visit the KDE's [civics test webpage](#).