

**Non-Traditional Instruction Program
Application for Districts New to the Program
2015-2016**

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) 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 an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. 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.

District

Montgomery County

Date

April 28, 2015

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.

1. a. Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

After five adverse weather or other emergency days, Montgomery County Schools has created a non-traditional instructional program (TRIBE Days—Technology Ready Instruction Because of an Emergency Day) to combat lost instruction and learning loss. During the 2014-2015 school year, MCS embarked upon a 1:1 Chromebook initiative for students in grades 5-12. Teachers are currently implementing Google Classroom as their learning management system. They are able to post assignments, videos, web links, and other instructional resources for students, as well as offer immediate feedback to submitted student work. Teachers in grades 5-8 will use this learning management system on TRIBE Days, and students will complete work based on their academic schedules.

According to the Bright Bytes survey recently given to students in grades 3-12, over 80% of our family households have access to Internet services. If students do not have Internet access at home, they are able to download assignments and materials, so they can continue working off campus. If students are only day users of the Chromebook, they are given paper copies of assignments. There does not appear to be a barrier to learning on TRIBE Days, since teachers already have systems in place to ensure equitable access.

Our K-4 students will receive "TRIBE Day" packets to reinforce appropriate grade-level and subject-level core concepts. Assignments in these packets may contain a combination of paper and pencil activities, project-based activities, and/or web-based activities. The

1.a (continued)

work in the packets will also be based on student academic schedules. Our elementary students have web-based access to digital learning through various free and paid educational programs which include, but are not limited to Study Island, Raz-Kids, Moby Max, Reading Eggs, Discovery Education, and Accelerated Math. Students can access these differentiated programs from home to remediate and enrich learning. If students do not have Internet access, they will be given paper copies of assignments.

All teachers will spend time working collaboratively during a professional development day as well as through Professional Learning Communities (PLCs) to create TRIBE Day activities that are intentionally aligned to the Kentucky Core Academic Standards and that reinforce the skills being taught in classrooms.

b. How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

A survey was developed and administered to students, teachers, parents, community members, and administrators. Additionally, school SBDM Councils were consulted for input. Information gathered from these sources was incorporated into the overall non-traditional instructional day plan.

2. What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

All students in Montgomery County Schools are involved in digital learning experiences through various free and paid web-based educational programs such as Study Island, Reading Eggs, Raz-Kids, Carnegie Math, Moby Max, IXL, Khan Academy and Discovery Education available in our schools. These programs have been very beneficial in individualizing student learning, leading to increased student achievement.

With our 1:1 district Chromebook initiative, students are currently able to access assignments, links, videos, lectures, and resources through the Google Classroom. They are able to submit assignments for immediate feedback, as well as post questions for both teachers and other classmates. Since beginning this initiative in February 2015, all of our 5-12 core teachers have regularly implemented the Google Classroom platform. It has become a routine part of teaching and learning in our intermediate, middle, and high schools.

Students at the Sterling School, our district's alternative school, have been using APEX as an alternative method for earning high school credit. This has been very successful, as evidenced by the overall district graduation rate of 94% and the 99.2% high school graduation rate.

c. If the method is not digitally-based, please describe the instructional process.

Teachers will have TRIBE Day work prepared by the end of October. Students in grades K-4 will be given paper copies of "TRIBE Day" packets during the first semester in the event of forecasted emergency days (inclement weather or illness) or at the beginning of second semester. In either case, TRIBE Day work will be distributed before a TRIBE Day is announced. Packets will contain a variety of instructional activities, which may include paper/pencil activities, web-based digital learning activities, and project-based activities. Teachers will explain the activities to their classes and will discuss expectations for completion.

Students in grades 5-12 will be able to access their TRIBE Day assignments through Google Classroom following the same schedule described above. Daytime users will have the opportunity to download assignments and resources before a TRIBE Day is announced. Paper copies will also be made available to students who do not have access to the Internet or a computer. Teachers will explain the activities to their classes and will discuss expectations for completion.

4. a. How will the district account for all students' access to on-line resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

Montgomery County Schools implemented a 1:1 Chromebook initiative for students in grades 5-12. Only a small percentage of the students are day-time only users. The majority of the students take their Chromebooks home each day. Results from our recent BrightBytes survey showed that 85% of students in grades 3-12 have Internet access at home. Of that 85% with Internet access 94% report they have wireless access and the remaining 6% have wired access.

Teachers will survey their students to find those who will not have access to online learning and make lessons available in hard copy for those students. Teachers will be responsible for collecting and monitoring lessons for their students whether the lessons are completed online or as hard-copy packets. Students will be given one week after returning to school to turn in the lessons completed on the NTI day(s). Teachers will evaluate student performance and provide feedback on the lessons.

- b. What opportunities exist for community partners to be engaged in Non-Traditional Instruction days?

Organizations can provide WIFI and/or work site opportunities for students who may live close by. Deals or options for non-traditional days could be provided by restaurants and/or service providers. These could include the Montgomery County Public Library, Arts Council, Morehead State University, Maysville Community and Technical College System, McDonald's, Dairy Queen, etc. Also, the Community Education Director can arrange for volunteer mentors to help with assignments in person or via telephone.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

Professional development sessions have been provided for all certified staff in grades 3-12 throughout the 2014-2015 school year on how to use the Chromebook device as well as an overview on how to use the Google platform system (including Google Classroom, Google Docs, Google Forms, Google Sheets, and Google Slides). The initial PD was offered in formal training sessions, but teachers have been regularly working in their PLCs to create quality, engaging digital learning opportunities for students, as well as learning from one another about content-specific implementation strategies.

For the 2015-2016 school year, each school will include a minimum of three hours in their professional development plans to establish protocols and expectations for TRIBE Days and for teachers to work together to create TRIBE Day assignments for students. Once the school year has begun, teachers and school leadership will work together through PLCs to finish creating the TRIBE Day activities and to make certain the work is relevant to grade level and subject matter concepts, as well as to ensure the amount of work assigned is appropriate.

PD sessions on specific digital topics are currently being offered through our on-going PD system called "PD for Teachers by Teachers." Sessions such as *Using Google Assessments and Flubaroo*, *Organizing Online Links Using Symbaloo*, *Conquering Chromebook Accelerated Math and Making It Meaningful*, and *Cuckoo over Kahoot!* will continue to be offered to teachers throughout the 2015-2016 school year. Specific professional development and/or classroom assistance will be offered to any teacher upon request. The district will offer formal professional development for all new teachers on Chromebook Basics as well as to teachers who would like additional assistance.

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

Certified staff members will commit to being available to assist students and confer with coworkers and supervisors during school day hours either virtually, through an on-line presence, via telephone, or at a school site or community access point, as needed and permitted by weather.

- b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

As road conditions permit and without jeopardizing the safety of staff, when school buildings are open, breakfast and lunch will be provided for students who can make it to school on TRIBE day. Additionally, each building principal will develop a plan for instructional and non-instructional staff that will include, but not be limited to, assisting the teacher in providing instructional activities for students who attend school or through Google classroom and making parent/student contacts. Further, each principal, transportation director and food service director will develop a plan for assistants, bus drivers and cooks to ensure they fulfill their contractual obligations by developing training opportunities that will assist them in acquiring new skills relevant to their position.

7. a. How will information on student participation be gathered on Non- Traditional Instruction days?

Students may submit TRIBE Day work up to one week after a TRIBE Day or consecutive TRIBE Days have been held. Two weeks after each TRIBE Day or consecutive TRIBE Days, teachers will submit information on student participation by reviewing the completion of TRIBE Day assignments either on Google Classroom or through submission of the TRIBE Day packets to their principals. Principals will then report participation rates by teacher, grade, and school on a district-created spreadsheet. This information will be sent to the district office. The district will compile student participation rates to send to KDE. Timelines may be adjusted if there are multiple consecutive TRIBE Days.

After the first TRIBE Day(s), teachers will meet in PLCs to reflect on the quality of the learning activities and the student participation rates. They will also discuss ways to improve learning opportunities for the next TRIBE Day.

- b. How will information on staff participation be gathered on Non- Traditional Instruction days?

Principals will be able to monitor teacher activity on Google Classroom and through email. Teachers will be expected to maintain an online presence or be available by phone for student support between 8:00-11:00 and 12:00-3:00. If teachers are unable to maintain an online presence or be available by phone from their home, they must travel to a location with Internet access. This can be at a community-based partner or their home school. Participation will be verified based on their online presence or by their physical presence in the school building.

8. a. What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)

All learning outcomes for the Non-Traditional Instruction days (TRIBE Days) will align with the specific grade level core concepts. When designing lessons for TRIBE Days, teachers will use their curriculum maps to estimate content to be covered. Lessons will be created that teach targeted skills/concepts and that reinforce and/or enrich core concepts.

Teachers will evaluate the work that is submitted and offer descriptive feedback. Student performance on TRIBE Day assignments will serve as additional formative assessment data used to inform both classroom instruction and future TRIBE Day instruction. Teachers will meet in their PLCs to share data from TRIBE day activities and design or redesign additional lessons.

- b. What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

The expectations for lesson design are the same, no matter the location of the teaching and learning. Each lesson will include a standards-based daily learning target, a formative assessment to determine if the target was met, and intentionally-designed instruction. Teachers will continue to work collaboratively in PLCs to design lessons and assessments as well as to discuss results. If there is a decline in formative assessment data due to TRIBE days, lessons will be immediately redesigned and retaught.

The location of learning may be different for students and teachers, but the intentional instructional design and high expectations for student achievement will not waiver. Students in grades 5-12 will continue their coursework through Google Classroom, and elementary students will continue their coursework through pencil/paper activities as well as web-based educational programs.

9. a. Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

Special education teachers will collaborate with all appropriate instructional staff to ensure students with disabilities receive appropriate accommodations with all assignments. Special education teachers will also monitor their students' submitted TRIBE Day work. They will also be available electronically or by phone to assist students on TRIBE Days.

Students' Admissions and Release Committees (ARC) will be involved in planning and making decisions related to the participation and needs of students with disabilities on TRIBE Days. If it is determined a student will most likely not be able to have a successful learning experience on a TRIBE day with their appropriate accommodations and electronic or phone assistance, the ARC will make the student an individual plan to help ensure success.

- b. Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

Teachers work diligently and collaboratively to meet the needs of all students. The ELL and Gifted and Talented teachers will work with regular education teachers to not only design appropriate, differentiated lessons for students with PSPs or GSSPs, but also monitor and assess their students' work. These teachers will also be available electronically or by phone to assist students on TRIBE Days.

10. In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

General information about TRIBE days can be shared via district and school webpages, district Facebook and Twitter sites, Mt. Sterling Advocate newspaper, OneCall telephone notification system, weekly community electronic newsletter (M-Link), school newsletters, and through printed information provided at Operation Registration. Specific classroom work details can be accessed through teacher pages on the school websites, as well as the resources named above.

Definitions

ARC

An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

Blended Learning

Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)

Digital Learning

Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)

Equitable Instructional Materials

Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.

GSSP

A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP

An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Learning Management System (LMS)

A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate "anytime, anywhere" access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.

Non-Traditional Instruction Day

A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.

Non-Traditional Learning

Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which

has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the Montgomery County
(school district)

Board of Education at a regular meeting of the Board on April 28, 2015.
(date)



Superintendent

4/28/15
Date



Local Board of Education Chair

4-28-2015
Date

Terry Holliday, Commissioner of Education

Date

Application Deadline: May 1, 2015

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to beth.peterson@education.ky.gov or mail to:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601