



2020-21 Phase Four: Continuation of Learning Plan for
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Trigg County
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The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when nontraditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have a nontraditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the nontraditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

701 KAR 5:150, Section 1(5):

"Nontraditional instruction plan" means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on nontraditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing nontraditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

To seek the Commissioner's approval, pursuant to KRS 158.070 and 701 KAR 5:150, for the district's nontraditional instruction plan providing for a continuation of learning, please complete the following:

1. Please provide an overview of the districts vision for ensuring a continuation of learning when implementing nontraditional instruction.

Trigg County Public Schools has implemented our Nontraditional Instructional Plan approved by the commissioner per KRS 158/070(9). (See attachment) Trigg County Public School staff have been working tirelessly during this time of COVID to ensure instruction and ultimately mastery of content are as seamless as possible as we move from in-person to virtual and back. Our Primary, Intermediate and Middle Schools purchased an LMS for the 2020-21 school year in order to provide that seamless movement. Trigg County High School has implemented the Summit LMS

platform for the past five years and will continue its use through the end of the 2020-21 school year. When students are able to attend in-person, teachers and staff provide as many rich experiences (i.e. science experiments, Socratic Seminars, activities that involve engagement) as possible while adhering to the COVID safety guidelines. While the LMS systems provide the content, teachers and administrators are concerned about delivery and engagement of students. To address this concern, the district made the decision to hire a Digital Learning Coach. The targeted responsibility of this role is to collaborate with appropriate instructional and technical staff to support, manage and optimize the use of instructional software and network resources. The responsibility of the Digital Coach is to support modeling of content, co-teaching, and/or coaching to enhance technology-based instructional practices and productivity.

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

All schools are using an LMS platform for curriculum and Google Meet to communicate with students and parents directly. Remind is being used to communicate on the district and school level, along with teachers reaching individual groups or classes. Primary - All students in the Primary school now have their own chromebook to use. This means that if we have to change to virtual learning, they all have a device to use for their work. We are using Schools PLP for all students, in person and virtual, so learning can continue in a home setting much like it looks in the classroom. Our students have a variety of online programs they use in person and virtually to offer practice skills in reading and math independently. Teachers also facilitate at least 1 google meet during the day for the instructional piece for students as well. Intermediate - Instruction will be delivered virtually through Google Classroom and Google Meets. Independent practice and remediation will be completed with our schools LMS (PLP). Middle - Students will attend Google Meets to receive instructions from teachers. Will utilize the PLP platform to assign lessons and give students independent practice and remediation opportunities. High - This is what we implemented for this year and will continue in the future. Each student at TCHS was offered the opportunity to attend orientation & onboarding experiences prior to the first day of instruction with the intent to have "seamless" transitions between the three models of instruction for the year (NTI, traditional, virtual). The transportation department and parents worked to bring students to TCHS for each of these experiences. Students worked with mentors in groups of 10 or less to complete the experience. Teachers selected their LMS for each course (all of which had been used in prior years) and assisted students in getting into their course related programs during orientation/onboarding experiences. As a result, students and teachers were able to begin the school year with NTI then transition to parent/student choice of traditional or virtual once in

person instruction was allowed. With the variety and breadth of courses and pathways at the high school, classes were evenly distributed with a proportional number of traditional to virtual students (in core classes). All teachers then began to service all of their students, first during NTI, then during the school day in two modes of instruction (traditional & virtual). Targeted students who experience difficulty in managing virtual instruction while in periods of NTI have been and will continue to be invited into in-person interventions or targeted supports. Transportation has been and will be provided if necessary.

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

Yes, Trigg County Public Schools is utilizing Learning Management Systems (LMS) Kindergarten thru 12th grade. Primary and Intermediate schools are Kindergarten thru eighth grade and are utilizing the SchoolsPLP LMS. High School is using a combination of the Summit LMS, Google Classroom, Blackboard, and Google Meets to engage students directly.

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

Our first course of action is to make every effort to provide or improve internet access for students with limited or no access. To date, we have done this by providing hotspots to students in need and have expanded the wifi accessibility of our buildings to the exterior/parking lots. If students are still not able to access internet, or have been unsuccessful in completing and submitting assignments, if contact has not been made with the family, a visit from family resource staff, guidance counselors, district personnel or teaching staff is made. If there is not success with the use of internet, then arrangements are made to deliver or schedule pick up of off- line materials. Materials are placed in the vestibules of all schools for pick up (if possible) or delivered by the staff listed above. Primary - Has a large amount of students that do not have great internet at home when we have had to switch to a virtual model. Also have students that have to go to daycare or to stay with a relative while their guardian is working since these children are too young to be left alone. We have and will continue to offer packet work for those families. Assignments are placed in our lobby labeled by the classroom teacher. Parents are able to come by, pick up the work, and then drop it off in a drop box when it is complete. Intermediate - Student will be allowed to use packets from our current PLP Platform. Agaiunk, hotspots are delivered to the students so they can have better access to the curriculum virtually. Packets are given IF hotspots do not give access or improve access to the internet. Middle Digital off-line - students have

their assigned Chromebooks and teachers make their assignments available offline through Google docs. They can use the community hotspots to download and upload their work. High - During all periods of NTI, transportation has been coordinated for high school students to ensure students could be brought to school to download resources, submit work, receive targeted services, and/or take assessments. Additionally, several students and their families have received "hot spots" to support connectivity. Virtual students may come to school for ESS services after 3 pm most Monday-Thursdays.

2.b. What will the district do to ensure a continuation of learning will occur when in-person instruction is not feasible and nontraditional instruction is implemented?

Staff will continue to utilize all available tools to reach students. PLP, Summit, Google Meets, Google classroom with available offline work, hotspots, extended school internet service, packets when necessary.

2.c. How, if at all, will the district ensure a continuation of learning occurs for those students utilizing, for any reason, nontraditional instruction during time periods when the district may be offering and providing in-person instruction to other students?

Primary and Intermediate Schools are providing staff specifically dedicated to students and parents opting for Nontraditional instruction. Middle and High School are providing time for staff to provide nontraditional instruction during designated planning time. Primary At the Primary School, I have specific teachers that are solely devoted to virtual students. This means they don't have in person children in their classroom during the day so they spend their entire day in group sessions, small group discussions, and one on one learning for the students in their "room". The instruction and assessments line up to those being done at the school level and the conversations are intentional and focused on academic rigor since this is their primary focus each day. As long as students are participating, I do not feel that the continuation of learning is a concern in either setting. Intermediate - Students are and will be allowed to use Chromebooks from the schools to help deliver the instruction from the virtual curriculum platform and through Google Meets. Middle - Each teacher has a designated period dedicated to our virtual learning students. They provide instruction and assistance during this time through google meets to virtual students. High - High School staff provides services to ALL students on their rosters via traditional and virtual methods (google meet, teacher videos, communication through LMS or remind).

2.d. How will the district ensure a continuation of learning for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address

how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

Whether traditional or non-traditional instruction is used, Trigg County is dedicated to providing all students with IEPs the services and resources that are necessary for success. As it is often more challenging to meet the needs of our students non-traditionally, standard district practices of implementation and documentation are necessary. A document entitled "Special Education for the 2020-2021 School Year: Implementing FAPE" was shared with the special education teachers and Admissions and Release Committee (ARC) members in July of 2020. The document has been updated throughout the year (as more guidance is made available) and will be renamed "Special Education and NTI: Implementing FAPE". It will be reviewed annually with the teachers and ARC chairpersons. The provision of special education services is different for every child with an IEP; therefore, the service delivery during NTI is individualized as well. As NTI can be implemented very quickly, it is important that the delivery of services is fluid and consistent. To facilitate this, each ARC discusses the ways in which non-traditional services will be delivered for each student during his or her annual review meeting. Information about instruction delivery models (such as google meets, instructional videos, etc.), and contact methods (email, google docs, phone calls, etc.) will be discussed and documented. Teachers, and related service providers review the goals with the parent and indicate how the SDI will be delivered specifically for each goal. The accommodations and modifications will be noted along with information about how to access materials if needed. Teachers share with the students and parents how accommodations are to be implemented within the home setting. Methods of progress monitoring is discussed with parents and it is stressed that progress will still be maintained on a consistent schedule. All of this information will be documented in the conference summary minutes. In addition to documenting the information above, a Trigg Co Virtual Learning and NTI Tracking Log is maintained for each student. The information collected includes time of service delivery, area of service, what SDI is provided, student's response/participation, length of service and notes made during instruction. The data collected is used not only to document the services provided, but also to assist ARCs in making decisions regarding future NTI plans.

2.e. Please describe additional efforts necessary to ensure a continuation of learning for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district.

Primary We only have one ELL student in the Primary school this year and that student has worked with various people in the district to complete testing and

determine the needs for next steps. At this time, he works with one of our TAG teachers and will be assessed again towards the end of the year to check progress. As for GT, this is handled through our district GT coordinator as far as documentation of progress. Our teachers offer variety in assignments, different reading materials, etc. to meet their needs in their identified area of GT from the classroom level. Intermediate - Students are allowed to work on the PLP curriculum format which provides different languages for students in ELL and it also allows students in GT to work in higher grade level academics areas to help meet their needs individually. The PLP student work is monitored by the teachers and GT Coordinator. Middle - The Teacher that has been charged with instruction of our ELL students is meeting with them through Google Meets during NTI. She is communicating with parents for the most appropriate time for instruction during NTI in order to provide a flexible schedule which may include during the school day or after school hours. She is providing services through small group/ and individual instruction. Teacher aspect is monitored by time sheets that the teacher keeps and turns into our district director of curriculum and instruction. Student performance aspect is monitored through formative and diagnostic assessments to direct instruction. The District GT coordinator works with regular classroom teacher to verify that individual student needs are being addressed through classroom curriculum. These offerings will continue during periods of NTI through classroom assignments or Individual extensions of the curriculum. This is monitored by individual student performance in the classroom, communication between the District GT coordinator and the classroom teachers, as well as student assessment data."

2.f. How has the district coordinated with other educational entities (e.g. area technology centers, community colleges, other dual credit providers, regional schools, etc.) to ensure a continuation of learning?

Trigg County High School partners with Hopkinsville Community College, Murray State University, and the area technical technical school. As a district, Trigg County works with WKEC and KDE to offer our admin, faculty, and staff trainings, resources, and information of how to meet the needs of students in both a virtual and traditional setting. District level works to stay abreast of various methods that are being found to be effective for instruction in the midst of changes. District shares all new and effective methods, resources, and tools that can be beneficial to our student needs. Principals are encouraged to attend trainings and sessions with district level admin. District stays connected with professionals throughout the state to know how other educators are being creative and meeting the needs of students in unprecedented times. This approach and staying connected will continue into our future. Primary Intermediate Middle

2.g. Please describe how teachers will instruct, support, and communicate with students when in-person instruction is not feasible in order to ensure academic progress as well as promote social and emotional wellbeing.

As a district, we work to keep continual and open communication with students and parents. We use various avenues of communication during in person and virtual instructional times. Primary - Social and emotional well being is a big focus at the Primary School. We have an Explore class completely devoted to a research based program for social/emotional learning and health. We have daily mini lessons in the classroom. We build time in our schedules for check ins with other students and with the teacher. We have monthly book focuses related to character education that are shared school-wide and come with lessons to focus on specific skills. We have counselors that work with our students on a weekly basis and a guidance counselor to help as needs arise. We offer intervention related to behavior needs in addition to academic needs so students are able to work in small groups and focus on specific skills that are needed. This focus is provided via google meets when in person instruction is not an option. Intermediate - Our teachers check in with and communicate with students via Google Classroom, Classroom DoJo, and the Remind App. Middle - Students all check in with their Synergy(Homeroom teacher each morning). In person students have an individual meeting with their mentor in Synergy each week. High - Each student has been assigned a mentor at a ratio of 1:18. Mentors met with their students (mentees) during our orientation and onboarding sessions prior to the beginning of the school year. Individual mentoring sessions are scheduled bi-weekly between mentor and mentee, with additional whole group sessions to start each day. Individual mentoring sessions are structured to facilitate discussions about student social, emotional, physical, and academic well-being.

2.h. Please describe what professional learning activities the district will provide certified staff to ensure they have the skills necessary to provide a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

Digital Learning Coach; District and or admin attend and share out information gained from KDE, WKEC, and other experts regarding blended learning, virtual learning, and student needs; district stays abreast of the latest instructional resources for blended, virtual, and in person instruction- shares all information and resources; principals lead the charge of monitoring that best practice instruction is given, all teachers have high performance expectations, and that all students are working toward mastery levels of performance.

2.i. Please describe the deployment of all staff when in-person instruction is not feasible and nontraditional instruction is implemented. This response should include all certified staff, especially teachers, and all classified staff. What duties will staff perform to ensure contractual obligations are met?

Primary - When in person instruction cannot happen, all staff still report to school on campus during regular work hours. All certified teachers have specific students assigned to their classrooms so they continue instruction with them in all the manners I have listed in earlier questions. Classified staff has students they are assigned to (K and preK aides work with kids in their classroom, special education aides have kids on their caseloads, intervention staff have assigned groups, etc.). All staff have students they work with specifically in this model and continue that work when they are virtual. This could be done over the phone, we have some students that have come on campus when they can be socially distanced and work with various adults in that capacity...whatever needs to be done to meet the needs of the students. This ensures contractual obligations when in a virtual setting.

Intermediate - All teachers and classified staff are assigned students to teach through our virtual platform (PLP). Classified staff help implement LEXIA with struggling students. It is an intervention for reading. Staff also have to check-in with all students throughout each day, check attendance, and keep track of student participation rates.

Middle - Certified staff are in attendance in the building during virtual or NTI instruction is being utilized. Instructional assistants are paired up with certified teachers to provide extra support to students who are behind or who are identified as a TAG student. All other classified report to the building and continue with their job duties assigned to them. i.e. bookkeeper, secretary, guidance secretary etc.

High School - When engaged in NTI all staff physically report to work. A "virtual" schedule is implemented on these days. All mentors meet with mentees to begin each day. Then students and staff (certified and classified) engage virtually in courses (4 Block schedule) as they would in a typical day. Additionally, targeted supports are offered to identified students for in-person services in small groups and transportation is/has been coordinated to provide bussing when needed.

2.j. Describe established partnerships with other community agencies that will increase opportunities for a continuation of learning when in-person instruction is not feasible and nontraditional instruction is implemented.

Primary Our school does not have any specific partnerships but our district has worked with PACS to help bring hotspots to families that need assistance with their internet connections. We can reach out to the district level if we have specific needs. I know we have a variety of community partners such as grocery stores, Walmart, etc. that have provided school supplies and food for various families in need since

this pandemic began in March. Intermediate Family Resource Center, John L. Street Public Library, Cadiz Rotary Club, The Way, and Genesis Express. Middle and High - PACs grants have been utilized to provide internet hotspots to several of our students who do not have internet access. Local businesses as well as community organizations have allowed the district to place hotspots in their buildings to also provide internet to students.



2.k. What is the district's communication plan for parents, students, and community members when in-person instruction is not feasible and nontraditional instruction is implemented?

Changes in instructional status are communicated via our one call system; Superintendent does a "one call" to all families in our district to inform of the change that is needed. We also communicate changes via our local radio station, our district FB page, and our district website. Schools push out the information via remind and other school/ classroom level communication tools.

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

Our goal as a district is to prepare students for their lives beyond high school. Working to have seamless instruction, continuing to focus on standards mastery, and being intentional to meet individual student needs, helps us to keep students engaged while preparing them for their future. Our plan of offering internet accessibility, meeting virtually with students, providing transportation for intentional small groups, and assigning mentors/check in systems help us as educators to reach and teach our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Digital Learning Coach Job Description	Duties and responsibilities of Digital Learning Coach	.
 Non-Traditional Instruction Program Renewal Application	Non-Traditional Instruction Program Renewal Application	.