

**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	Barren County Schools
Date	April 16, 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.

The 2015-16 Non-traditional Instructional Day Plan for the Barren County Schools will focus learning for students in core instruction of reading and mathematics. In addition the following key areas will be included at the various grade levels around the review and reinforcement of previously-taught concepts. For primary grades the focus will be reading and math; for intermediate grades the focus will be reading, math, science and social studies; and for middle & high school grades the focus will be on current classes in which enrolled. Enrichment activities will also be developed for each level around areas of the Program Review categories of Writing, Practical Living/Career Studies, Arts & Humanities, and World Languages.

PLC focus work days for development and refinement will occur on Barren County contract work days of Aug 5, Nov 2, March 11 & 14, and April 1. Fall days will focus on development of the learning plans and activities, while spring events will focus on accountability and refinement.

The Barren County Schools will refer to the Non-traditional Instructional Day as **“iLearn @ home”** Day for the internal communication with students, staff, families and the community.

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

The district reached out to several sources when developing the “iLearn @ home” plan by communicating with other districts that participated in the program for the 2014-2015 school year to learn pros and cons of implementation. Information was gathered from sources in other states as to how their program is run and any suggestions for improvement. A panel of administrators, resources personnel, teachers, and non-instructional staff was used in creating this 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.

Barren County teachers have a wide range of experiences with non-traditional learning, as innovations in instruction has been incorporated into the district strategic plan for many years. The goal of the district continues to be that the use of technology in instruction should be seamless, not technology for the sake of technology, but as a valuable tool that takes learning to a level of higher order thinking and problem solving. With the development of Web. 2.0 and the progression to Web 3.0 tools, along with access to internet accessible devices by the majority of our students, traditional styles of instruction are transitioning to more non-traditional methods of learning. Teachers have access to and support for several resources which include, but are not limited to:

- Edgenuity – a full online curriculum
- Edmodo
- Google Drive
- One Drive
- Compass Learning
- Study Island
- Over Drive
- Twitter
- Blogs through teacher websites
- Teacher Websites via Schoolpointe to offer content delivery
- Kahn Academy
- ALEKS Math
- Accelerated Reader/Math
- WIN Learning
- Reading Plus

Many teachers use these instructional tools on a regular basis for instruction, so incorporating many of these into a non-traditional instructional day plan will seem routine for their students.

3. a. What method will the district use to deliver instruction on Non-Traditional Instruction days?

Our non-traditional instructional day plan will be delivered utilizing the various systems we have in place and have found great success with over the years. These resources will be primarily digital in nature - both for access over the internet (or downloadable from cd or flashdrive), and in print version for those with accessibility issues. Each school will build internal capacity and accountability for the learning plan through on-going work within their PLC structure. At the school level grade-level teams and cross curricular teams can provide support for development of rigorous learning experiences tied to Kentucky Core Academic Standards (KCAS).

- b. If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

The non-traditional instructional day plan will utilize the district webpage, Edmodo, Edgenuity, Compass Learning, other teacher developed resources, and other instructional programs & apps. The district's community access TV station and OneCall Now system will be utilized to inform the students & community of the implemented "**iLearn @ home**" plan for instruction. Additional systems like Remind101 will be further developed and integrated.

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

After the non-traditional instructional day learning sequences have been planned, printed resources and other learning materials will be developed for those who may have access issues. A survey seeking parent input and options for delivery will be administered in the Fall to prepare the materials.

Example – for primary students might include:

Reading – Reading logs—may use library books, books from home, ebooks (many free ones); create a book report from a variety of formats.

Math— Math log—select any of the following choice below and document time spent: Accelerated Math/STAR Home Connect; creating a "math report" to demonstrate a previously covered math skill; re-teach sheets/lessons from current math series; facts practice sheets;

Other— Arts & Humanities, Career Studies/Practical Living, World Languages, Writing, Science, & Social Studies - create a piece of art/music/presentation/piece of writing dealing with any of the above subject areas.

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?

In the Fall of each year, a survey will be completed by each school to determine the access to internet, preferred method of accessing the non-traditional instructional day materials (web, print, etc.). Utilizing this list, staff will contact those without email or internet on non-traditional instructional days to discuss work needed for completion, offer assistance, and answer questions.

Materials will be developed in a manner to allow for access to learning without dedicated internet connectivity. School and district resource personnel will write & adapt materials for various input modes - written, computer, tablet or iPod/phone. The district will work with community partners to identify key areas across the district for students to access wifi and assistance. The list will be published and communicated within the community on the web, school newsletters, local access television, etc.

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

Community partners will play a key role in non-traditional instruction days, such as getting information out to the public and providing alternative and necessary resources to assist families. These include such partners as...

- Local media outlets to get information out to the public for the district
WBKO
BCTV
SCRTC – local information channel
- Public library – alternative meeting place for computers & Wifi
- Digital School Network – host online learning environment for teacher websites, blogging, etc.
- Numerous alternative locations in the community that offer free Wifi
- Schools open for use on days when travel is safer or after hours & other times when school is not in session to complete non-traditional instructional days work.
- Barren County Family Resources & Youth Services Centers provide assistance for families who need assistance with resources for snow day learning

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 Learning will be embedded into the school and district Professional Learning Plans, and training will be conducted through Summer Power Sessions, PD Academy, and school/district level PLC structures. Teachers will continue to develop their skills this Fall with various communication methods including phone conferencing, Lync sessions, etc. The process for completing Discussion Based Assessments (DBA's) similar to successful model implemented in BAVEL, will be presented for further implementation. The use of resource personnel will be essential in on-going staff development in blending learning across the district.

The staff contract days that are built into the Barren County Schools' calendar for Aug 5, Nov 2, March 11 & 14, and April 1 will provide an additional time for overview, expectations, planning and refinement as part of the on-going PLC process.

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.).

Staff member will be able to access their learning management systems from home since we will rely heavily on the school/teacher webpages, Edmodo, and other web-based programs. The teachers will work that day from home or school to update assignments, answer questions, and provide feedback & other instruction for students. A log of activities including students/parents contacted, email/call logs, and assignments graded will be kept. Also, when not working with

instructing students, additional time will be spent with unit/lesson plan development and in other professional tasks like program review documentation, test development, etc. Staff will be expected to be available by e-mail, phone, or other pre-arranged methods that will be communicated on their LMS/Webpages. In addition, the staff will be expected to be available during normal school hours (7:30-2:30 or 8:00-3:00), or to communicate their availability if different from those hours. On days where main roads are not hazardous for staff travel, each principal may request staff members to report to their buildings for non-traditional instructional support from the school.

Teacher will continue to develop their skills this Fall into various communication methods including phone conferencing, Lync sessions, etc. Instructional activities may include completing Discussion Based Assessments (DBA's) similar to successful model implemented in BAVEL.

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.

The current district calendar has two built-in days that classified instructional staff do not work. Those days (March 14 & April 1) will be used as make-up work days for the classified staff during the year to fulfill their contractual obligations. After those days are exhausted, the additional make-up days will be added to the end of the school year, if needed.

Staff may also work on additional staff learning through Edivate/PD 360, and if they do, the printed certificates will be used for verification of participation. A specialized course listing will be developed for classified staff for this purpose.

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

Measurement of the completion of work submitted by students will be one method. Schools will report to the Superintendent and Director of Pupil Personnel the number and the percent of students completing the assignments during the non-traditional days.

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

Each school will record the staff participation for each of the non-traditional days. In addition each staff member will keep a log of activities including students/parents contacted, email/call logs, assignments grades, unit/lesson plans developed, and additional work completed (program review documentation, test development, etc.). In addition, the time spent after the non-traditional day for providing feedback and grading the work will be counted as accumulated teacher time as well, if the teachers are completing this outside of normal day. Schools will report to the Superintendent and DPP the number and the percent of staff working during the non-traditional days.

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.)

The learning outcomes will be met similar to a regular instructional day, as student's will be required to provide proof of work whether by electronic means or turned in within a required number of days once back in session. The Barren County School district is already deeply immersed in electronic and/or online means of instruction, therefore, whether at school or at home learning can easily be measured. Since the instructional materials will review of prior learning, the on-going formative and interim assessments will be a measure of continued student learning.

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

Non-Traditional Instruction is a part of the district's strategic plan and measures are currently being implemented across all grade levels. The "iLearn @ home" plan will complement what is already taking place via differentiated means of electronic/online instructional opportunities. Furthermore, each school will build internal capacity and accountability for the learning plan through on-going work within their PLC structure. At the school level grade-level teams and cross curricular teams can provide support for development of rigorous learning experiences tied to KCAS. District personnel will review learning plans and results to provide on-going support and improvement.

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.

Students who receive services in collaborative settings will receive the same non-traditional learning day assignments as their peers: however, ECE teachers will be responsible for making modifications to the assignments based on what is included in the IEP under supplementary aides and services. Students who receive resource services or special class services will receive snowbound assignments designed by the student's ECE teacher/s to address skills in need of remediation (new skills/concepts will not be covered) based on IEP goals and objectives and specially designed instruction. All non-traditional learning day assignments will be available as a hard copy and electronically for those who have access. Extended time will be provided for those whose IEP indicates the need.

- 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.

GSSP completion will still occur through differentiated reading assignments based on student Lexile levels and differentiated math homework based on the accelerated math course the student(s) is currently participating in. Project Based Learning Products will allow for student choice through Tic Tac Toe Design Projects and Learning Contracts created between the student and teacher prior to the non-traditional learning day occurrence. These projects will center on the area of G/T identification which is part of the GSSP document.

Program Service Plans for English learners will be followed through collaboration between the ELL tutor and general education teacher when preparing lessons for non-traditional instructional days. Assignments will be differentiated based on student need and PSP documentation. In addition, ELL tutors will be available to students via phone to provide instructional accommodations on non-traditional instructional days.

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

Prior to non-traditional instructional days

- a. Explanation of concept & procedures will be explained in the Student Handbook that is sent home at the beginning of the school year
- b. Information will be posted in the school website
- c. Article in the local newspaper explaining the plan

During a Weather Event

- a. One Call will notify families that a certain day is designated as a non-traditional learning day
- b. Post on Facebook
- c. Post on Twitter
- d. Post on District Website
- e. Information sent to local TV stations to be announced

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 Barren County
(school district)

Board of Education at a regular meeting of the Board on April 16, 2015
(date)


Superintendent Date

4/16/15


Local Board of Education Chair Date

4/16/15

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:

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