Non-Traditional Instruction Program
Application for Returning Districts
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 Boyle County School District

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. Based on experiences implementing a Non-Traditional Instruction plan in 2014-2015, what will the district change in order to improve the program for all its stakeholders (students, teachers, administrators, parents, community members, etc.) and grow in rigor and efficacy?

- Implement a more flavorful Learning Management System. One that will allow teacher to manage and deliver content more effectively.
- Leverage 1:1 for digital access.
- Closely align elementary learning packets across grades.
- Provide professional development for pushing a flipped classroom.
- Differentiate for the "low" and "high" students at each grade level.
- Review grade categories in Infinite Campus and ensure they are consistent at the middle and high school levels.

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

- All content is closely aligned to the learning targets set at each grade level.
- Content is spiraling/review based on where the students are in the school year.
- Select classes (example: Advanced Placement) will continue with new learning.
- Availability of teachers is communicated early and instruction check points are provided throughout the NTI day.

3. **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.

- All Special Education teachers are responsible for their individual caseloads and make contact with each student to ensure success.
- During ARC's communication methods will be specifically outlined in the meetings.
- Additional communications are made with parents to ensure they are aware of support options for all NTI days.

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.

- Gifted and Talented Teachers and English Language Learner Teachers will work with their identified caseload to ensure that elements of their individual plan (i.e., GSSP)
- Gifted and Talented Teachers are providing extension activities and leveling packet/digital work on all NTI days for identified students.
- English Language Learning Teachers will communicate digitally and provide extensions for each student.

4. 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.)

- The district has great communication avenues that are both flavorful and extensive. The primary means for communicating when a NTI is to be deployed.
- The website, Facebook, Twitter, and Facebook are also other avenues that are utilized to get information out on the planning and implementation of NTI days
- We also encourage parents/students to use social media to highlight things they are doing on all NTI days.

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.

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.

Non-Traditional Instruction Plan
A Non-Traditional Instruction Plan is the process the district will use to deliver instruction outside the traditional methods of delivery/mode, time, and setting on school days that have been cancelled due to weather or other reasons. The purpose of the Non-Traditional Instruction Plana is to maintain academic continuity and reduce student learning loss..

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 Boyle County
(school district)

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

Superintendent — Date: 4/16/2015

Stephen T. Tamme
Local Board of Education Chair — Date: 4/16/2015

Terry Holliday, Commissioner of Education — Date

Application Deadline: May 15, 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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