

**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**

**Date**

**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.

Elliott County Schools will combine a variety of online learning resources with preassigned written materials in order to facilitate learning at home in the event of adverse weather or other emergencies that require school closings. When a non-traditional instructional day is warranted, teachers will create assignments for students in the online learning management system and will then monitor and provide feedback to students through the school day. Students without internet access will receive packets of materials beforehand and will have the opportunity to use a community partner or possibly a school access point for internet access.

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

To ensure that all stakeholders were involved in planning for the non-traditional instruction program, the district: surveyed students/parents; utilized a "non-traditional instruction" planning committee consisting of all of the district's Principals, Director of Pupil Personnel, Technology Coordinator, Supervisor of Instruction, and Superintendent of Schools; discussed non-traditional learning scenarios and asked for feedback in an open meeting forum; and obtained approval of the plan from the local board of education.

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.

Parent/ student surveys from March of 2015 indicate that 78% of our students have computers with internet access within their homes, indicating capacity. Recently, our high school has shown success with the Plato Courseware program, which is an internet-based curriculum that is being implemented with specific groups of students for credit recovery. Also, some teachers from the high school have used Infinite Campus to deliver assignments online and receive them back through the students' online portal submissions. Each of the elementary schools utilize the supplemental online applications from our common core reading and math programs (ConnectEd and Think Central) and these are often used in the home setting. All of our schools have utilized the online Study Island program for several years, which provides individualized curriculum and motivating educational games to students of all ability levels. This has been effective in all three tiers of instruction and has also been used offsite during homebound instruction.

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

The primary method that the district will use to deliver instruction on non-traditional instruction days is digital learning. In the fall, teachers will discuss non-traditional student attendance days with their students and will practice the procedures for utilizing the learning management systems and other online resources. When a non-traditional day is utilized, students will access the learning management systems online to interact with teachers and complete assignments.

- 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 district will utilize Study Island as the learning management system at the elementary level (K - 6). It allows teachers to send message and create individualized assignments and also provides immediate feedback on those assignments to students and teachers. Study Island fairs particularly well as a part of the district's overall technology plan in the area of content given its common core focus and common core benchmarking system.

The district will utilize Edmodo as the primary learning management system at the high school level (grades 7 – 12) and will also use Study Island for many of the core content assignments. When considering the learning management system for the high school, the planning committee selected a flexible system that allows teachers to address the varied content that is offered through the elective classes. Students may be directed to a variety of other digital platforms, applications, tools, etc. to ensure that learning is taking place on non-traditional student attendance days. All available online resources generally expected to be utilized on non-traditional instructional days are listed by grade level in the table follows.



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

N/A

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?

Teachers will create and distribute assignment sheets/packets to students who do not have internet or computer access. The packets will include materials comparable to those found on the learning management system and in some cases will be the same materials. For example, many activities from Study Island are available as printable worksheets. Students without internet or computer access can also utilize the Rocky J. Adkins Public Library on non-traditional instructional days or the school sites from 12:00 p.m. to 3:00 p.m. on the Plan B days for access.

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

The Rocky J. Adkins Public Library is centrally located and is a community partner that will have several workstations available for student use in the event of a non-traditional learning day.

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.

Teachers have already participated in training on Study Island, which is the learning management system that will be utilized at the elementary level, and have had success with implementation. High school teachers will receive training on Edmodo in August of 2015 and will practice utilizing it with students prior to the district's first non-traditional student attendance day. Additionally, teachers will receive a copy of the district's non-traditional instruction application and will participate in related discussion regarding procedures as a part of the implementation plan.

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.).

When a non-traditional student attendance day is warranted, students and staff will be notified via our calling system. Notifications will also be provided through local news stations. The notifications will indicate "non-traditional day plan A" or "non-traditional day plan B." For plan A, certified staff members will fulfill their contractual obligations offsite and

online. Teachers will be available to students via email and the online management systems. Teachers will be responsible for monitoring completion of assignments, analyzing data, providing feedback, and recording grades. For plan B, certified staff members will report to respective school sites at 9:00 a.m. At the school sites, teachers will continue the duties as stated previously but will also be available to students to provide direct assistance in the afternoon hours from 12:00 p.m. to 3:00 p.m.

**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.

Classified staff members will fulfill their contractual obligations for Plan A as make-up days at the end of the school year or may work with immediate supervisors to make up days sooner, as long as their work time does not exceed forty hours per week. Classified staff members will work on site to fulfill their contractual duties on Plan B days. Instructional classified staff such as paraeducators will report to school sites on Plan B days to assist teachers and supervise and provide assistance to students in computer labs. Other classified staff members will fulfill their contractual duties on plan B days as well, by performing the duties assigned by their immediate supervisors.

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

Information on student participation will be gathered primarily through the learning management systems. Assignments from each non-traditional day will be due on that day for online submissions or on the next day that school is in session for paper submissions. Teachers will determine assignment completion rates for each non-traditional day after reviewing online and paper submissions and will submit those rates to principals. Principals will calculate a completion rate per school and submit those rates to the DPP, who will determine the completion rate for the district. This information will be used by the non-traditional instruction planning committee in determining how effective the plan is at evoking student participation.

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

Information on certified staff participation will be gathered primarily through the learning management systems and assignment completion rates as well. Principals will monitor student and teacher interactions through the learning management systems and expect staff to follow up with students who are not submitting assignments to provide assistance. Principals will also review the lesson plans utilized during non-traditional days as a measure of staff participation. On plan B days, certified and classified staff members will be at the school and/or district sites and will sign in and out in the offices as they would on a typical school day. Classified staff members will receive information on make-up duties from supervisors for Plan A days and will maintain time sheets for all work 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.)

During non-traditional days, students will be expected to work toward meeting identified learning targets, just as they do on regular instructional days. Evidence of learning will be gathered through the individual, class, and school reports in Study Island and through other formative assessments presented in Edmodo, other online resources, and written materials. Teachers may also use the learning management systems to assign, or direct students to, summative assessments, projects, or other types of assessments but the majority of the assessments on nontraditional days will be formative.

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

To ensure that the learning that takes place on non-traditional instruction days parallels the learning on regular instruction days, teachers will assign lessons that focus on the same skills and learning targets that the students have been working on in the classroom. Principals will review lesson plans and the activity in the online learning management systems/ written materials to ensure that the rigor of the coursework on non-traditional instruction days parallels that of the coursework on regular instruction days.

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.

Teachers have access to all student specific plans online, including IEPs, and will continue to refer to these plans while planning and assigning lessons, even during non-traditional instruction days. Modifications and accommodations will be provided to students with disabilities through the differentiated lessons in the learning management systems and other online curricular resources. In the event that those cannot effectively be provided with the selected formats, ARCs will convene to plan for and make decisions regarding the participation of students with disabilities in non-traditional instruction. ARCs will continue to make these decisions routinely as a part of the annual the annual review process as needed. Specially designed instruction and related service providers may provide additional materials and/or assignments to specific students to assist them in making progress in/meeting IEP goals on non-traditional 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.

The district does not currently have an ELL population but the non-traditional instruction planning committee will continue to monitor enrollment demographics to ensure that the needs of any future students are met through differentiated and/or alternative materials within the learning management systems. The planning committee consulted with the district's teacher for students who are gifted and talented and found that the service delivery options most often identified in the district's GSSPs are: subject area higher than grade level, collaborative teaching and consultation services, and independent study. Teachers will utilize the online management systems, online curricular resources, and written materials (as needed) to allow for these types of differentiation. Principals will periodically review the coursework provided during nontraditional instruction days, as they would with typical instructional days, to ensure the implementation of student specific plans.

- 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.)

The district will notify the community regarding participation in the non-traditional program through notes home to students, notifications in the district newsletter and on the district's webpage. The district will then highlight the instruction and learning that has occurred on non-traditional instruction days online on the district webpage and also through a feature article in the district newsletter.

## **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 Elliott County Schools  
(school district)

Board of Education at a regular meeting of the Board on 03/16/2015  
(date)

C. Thomas Potter II, Ed.D 03/16/2015  
Superintendent Date

Susan G. Preston 03/16/15  
Local Board of Education Chair 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](mailto:beth.peterson@education.ky.gov) or mail to:

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