

**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.

Garrard County School System's vision tag "Expect the Best", explains our desire to give the very best of educational services to our students. We believe our students deserve the "best" regardless of the weather or season.

In the past, we have missed up to 20 days of school during one academic year, and during the current year of 2014-15, we have missed 11 days (5 days consecutively). Missing many consecutive days of school can hinder learning and cause a gap in continuity that is difficult to recover once the weather has subsided. For many years, we have discussed a plan that would allow our students to learn in a blended, non-traditional approach on days missed for inclement weather. Through surveying and involving our stakeholders, we found that over 93% % of those responding favored having a non-traditional plan for inclement weather days. 95% indicated they would help implement such a plan by assisting their children in accessing assignments. Our ultimate goal is for instruction on a non-traditional day to be congruent to instruction occurring on a traditional school day.

We plan to use our current learning management systems (LMS's), other print and digital resources, and our professional development program to maximize learning on inclement weather days. We already have many blended learning opportunities. These include CIITS, EDMOTO, MOBY MAX, STUDY ISLAND, LEXIA, READING EGGS, and others. Most teachers already use the technology resources available to them, so they are well-prepared to utilize these as a part of the non-traditional day plan. Each school will be required by the district to develop a specific school plan by fall of 2015 that mirrors the components in this plan.

For our program, grade level teams of teachers will work in PLC groups to plan meaningful instructional activities aligned to the Kentucky Core Academic Standards (KCAS). Teachers will prepare assignments using available learning management tools, their teacher web pages, or paper/pencil packets when necessary to meet the needs of the 20% of our students who do not have dependable access to the internet. These assignments will be in place by November 1, 2015. By late November, parents will have received communication through parent conferences, websites, open house meetings, Facebook, Twitter, One Call and traditional notes regarding how to access lessons and the use of paper/pencil packets for those who do not have dependable internet access.

In the event of a non-traditional day, the district will make use of the One Call system to notify all parents and students. Completion of packets and online or digital assignments will take place and scoring/feedback regarding those will be completed by the teachers and staff who will be available during regular school hours on those days to take calls, assist students and respond quickly giving immediate feedback to students as would happen on a regular school day. Grades/progress will be recorded in Infinite Campus so students and parents can determine progress toward meeting the learning targets. Those students who do not meet the target(s) will be given additional help through on-line communication, email, phone calls and person-to-person when they return to school.

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 made available on our district website to reach as many stakeholders as possible and ascertain their feedback regarding this plan. Stakeholders were notified about the survey via Twitter and Facebook and an email was sent to all staff members. In the survey, we asked for feedback about the feasibility of the plan, the amount of students who had computers or some kind of digital device available to them, and ideas or suggestions to improve the plan. From the respondents, 33.5 % were teachers, 58.5% were parents, 2.1 % were students and 3% were others (community members, administrators, etc.) More than 93% were in favor of a non-traditional plan and there were suggestions which were then incorporated into the plan. All of our district leadership team members were given an opportunity to discuss the plan's development as they will be instrumental in implementing the non-traditional plan. Comments from the survey were taken into consideration when drafting the 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.

The district has many previous experiences with non-traditional and digital learning. Our Alternative Program incorporates the Edgenuity learning management system. Students have been very successful in completing the course modules in order to continue to learn in the alternative setting just as their classmates in the traditional setting progress. The students in our credit recovery program (Golden Lion Academy) also use Edgenuity with great success and are able to graduate at a much higher rate than would have been possible for them in a traditional setting. Many of our students have experience with Moby Max, Study Island, and Lexia which are successful tools for use with special education as well as regular education students. They will be able to access these as a part of lessons planned for non-traditional school days.

Our district has always excelled in implementing plans successfully. We are a PBIS district that has received recognition for the past 5 years for implementing that program with fidelity. Because of this, our students and staff members understand procedures and planning for positive outcomes. Garrard County was one of the initial districts to take part in the PGES pilot for evaluation of teachers. This participation has helped our teachers understand the importance of Domains 1, 2 and 3 of the Kentucky Framework for Teaching. Lesson planning and execution of those plans will be critical to the success of the non-traditional plan and our teachers understand that. Through rigorous training over the past year, our administrators are now equipped with a myriad of instructional strategies that make them more able to lead instruction in their buildings. All of the above demonstrate our commitment to excellence and provide recent evidence of our ability and capacity to execute successful plans, including this non-traditional plan.

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

Garrard County Schools have several methods in place for delivering instruction and managing non-traditional teaching days. The programs listed below will be combined with the use of teacher websites, paper/pencil packets and email to bring together a wealth of resources at our access for delivering and monitoring lessons on these days.

Elementary schools currently use LEXIA, STUDY ISLAND, MOBY MAX and Reading Eggs as learning management systems to improve and monitor learning. These systems can be accessed at home and contain elements to collect data regarding student progress.

Secondary schools currently use Edgenuity, Reading Plus, MOBY MAX and ACT PREP for the same purposes. During non-traditional school days, teachers will use these platforms to assign work and monitor progress.

The lists above are not all the means that will be used on non-traditional days, but represent multiple avenues currently available to teachers and students as they plan for instruction on these days.

The district will continue to seek feedback from stakeholders to refine the process and develop procedures around specific existing systems. We also regularly seek advice and the opinions of our school leaders, and this plan will be no different. As we develop the details of the plan for use in the fall of 2015, we will make adjustments to the plan as needed to ensure the most effective and efficient use of non-traditional school days.

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?

All of our teachers currently have access to Edmodo. As we implement our plan, Edmodo will be the common learning management system that is promoted for its ability to provide a back and forth communication between teachers and students. Teachers will post instructions and assignments in Edmodo on their websites. Students will be able to respond in a safe and friendly networking environment with the teacher in control of the private groups and who is invited to the site. Teachers will be able to not only assign, but also grade work in Edmodo, giving valuable feedback to students.

Other digital applications that may be used on non-traditional days include Edgenuity, Study Island, Reading Eggs, Moby Max, Reading Plus, Lexia, and others specific to individual schools in our district. Each school plan required by the district will reflect specific programs available to students at individual schools and how they are to be used on non-traditional days.

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

For students who do not have readily available dependable internet access, the method for instructional delivery will be paper/pencil packets. Several teachers in our district already use this method as a means of keeping learning current on snow days. Students will receive these packets, complete with instructions and accommodations for students who need them before the middle of November each year. Packets as well as digital assignments will be based on the principals of reinforcement, remediation/practice, and enrichment. In this way, students will not be as likely to struggle with new material which will be presented more effectively when school is back in regular session. Students will complete them when they are informed of the district's use of a non-traditional day. Parents will be notified of the availability of the packets through the One Call system. Packets will be distributed during parent conferences and will be available for pick up at the schools during regular school hours. Students will complete these and submit them to be graded upon their return to school. Teachers will keep track of students' progress on completed assignments in two ways: 1. Completion of work as assigned and 2. Students' progress toward proficiency in mastery of the learning target(s). This will be the same as the work that is submitted digitally by all other students using learning management systems. Should students lose their packets, school plans will describe the process for obtaining an additional packet or making up the work once the students are back in school. All students will be afforded the opportunity to complete the work assigned on non-traditional school days.

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.

Students will have several options for completing work in order to accommodate all students' needs. These include both online and paper/pencil methods for work completion.

Through Edmodo teachers will have online accounting of students' access to their webpage. Once work is completed it will be posted in Edmodo, and communicated to the teacher. Teachers and staff members will be able to email students or call them to clarify questions about work completion and content. In other electronic platforms such as LEXIA and MOBY MAX, there is an automatic accounting of students' progress which will facilitate the record keeping of assignments made through those instructional systems.

Students who do not have readily accessible internet in their homes will complete the instructional packets assigned by their teacher(s). They will be able to access their teachers for help by email and phone during the hours of the non-traditional day the teacher is assigned to be accessible. These students will also be able to ask questions and get individual assistance once they return to school. Work progress will be recorded in Infinite Campus Parent Portal for students and parents to access.

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

Our community partners in this venture will be the local Garrard County Public Library and fast food restaurants with WIFI. The library will offer use of their computers and internet access to those who can get to their location. Local fast food restaurants will offer access points for students to access the internet if they bring their own device. These locations will have the phone numbers of teachers readily available and some staff members will be assigned on a rotating basis to these locations on non-traditional days. Other community partners include the local newspaper which will help advertise the procedures on non-traditional school days. Our local school system works in collaboration with the Red Cross and the local first responders to provide shelter and food to those who are in need in cases of extreme weather. The school system will have staff on hand at these shelter locations to assist students with homework and school work should this situation occur during non-traditional days.

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.

Each school administrator and district supervisor will be thoroughly trained in the procedures to successfully implement the non-traditional school day. Each school administrator will be responsible for training his/her staff at the local school level. Expectations for work days and contract days on non-traditional days will be outlined to both certified and classified staff by the school leaders. Likewise, expectations for handling situations that occur when students return to school will be communicated (i.e. students who did not completed work, students who are still absent when school resumes, etc.). Staff meetings will consist of follow-up communication and information gathering regarding the success of the non-traditional days. All stakeholders will be given multiple opportunities to give feedback as to how the program can be improved.

In addition to training about the plan itself, teachers and staff members will be trained to better utilize Edmodo and other instructional systems that will be used to post assignments and collect student progress data. Many of our teachers are “experts” in these systems and will teach their fellow staff members during PLC’s prior to the end of November annually to keep information current and useful. PLC’s at the school level will devote time to planning and developing instructional activities involving additional technology implementation. The school technology leaders and the district Technology Coordinator along with his assistant will provide support and information to assist the staff in growing their knowledge in this area. The leaders in the school who have been trained on the implementation of CIITS and its uses, will continue to share the ever-increasing uses of that system to build lessons, assess students and store information.

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.).

Principals will require teachers and other staff members to document responsibilities carried out on non-traditional school days. Responsibilities of certified staff on non-traditional school days will be documented as follows:

Teachers	Principals and Assistant Principals
<p>Digital content will be monitored through a variety of two-way communication means, tutoring, collaboration with parents and other teachers, and questions by email/phone.</p> <p>Teachers shall maintain an online presence and be readily available between the hours of 8:00 AM -11:00 AM and 12:00 PM-3:00 PM.</p> <p>Teachers will ensure that all content necessary for students is readily available online and up-to-date packet information is available online for download or posted at the school or Central Office for pick up if students need it.</p>	<p>Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in assigned building. Support and monitor online classrooms by checking content being delivered, progress of students.</p> <p>Be available to answer questions from teachers, parents, staff members, students, and community members.</p> <p>Approve classified staff members to work at the building during non-instructional days. Assign and oversee work done by employees who do not have the ability to maintain an online presence at home.</p>

- 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 Responsibilities on Non-traditional School Days		
Instructional Assistants	Bus Drivers, Monitors and Food Service Employees	All Other Classified Personnel
May work in collaboration with teachers to maintain an online presence between the hours of 8:00 AM-11:00 AM and 12:00 PM – 3:00 p.m. Work with classroom teachers in communicating information regarding instructional assignments and packet information.	Shall work with immediate supervisor to plan for making up hours missed. This may be in the form of extra days when school is out to train on topics of particular interest or need.	Without jeopardizing personal safety and with the permission of immediate supervisor may work a normal schedule in assigned building.

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

Student participation data will be gathered from all programs utilized on Non-traditional Instructional days. Daily assignments posted in Edmodo and assignments completed using various online resources will result in grades submitted in Infinite Campus, or documentation of completion of assignments recorded by teachers. Data will be gathered regarding students participating with paper/pencil packets. PLC groups will review student work to analyze student progress. Teachers and instructional assistants will keep a log of all contacts during their online hours. This information will be compiled at the school level and will be shared during the April Instructional Leadership meeting and the April Board meeting.

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

All staff members will keep a log of their work hours on the Non-Traditional Instruction days. Teachers and instructional assistants will keep track of student/parent contacts on these days. A compilation of this data will be presented to the superintendent or his designee by April of each year. This information will be shared with the Board of Education in April or May of each year. Additionally, all staff members will take part in a perception survey given during the month of May to gather feedback that will be used to adjust the non-traditional instructional plan for the future.

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 that are met on Non-traditional Instruction days will be drawn from the Kentucky Core Academic Standards (KCAS). These will be communicated to students at the beginning of each lesson through the teachers' postings on Edmodo as well as information shared in the instructional packets distributed to students/families. These learning targets will be assessed through the formative assessments embedded in the online lessons, through formative assessments designed by the teachers, and through formative assessments given once school resumes to check for retention and the impact of the online/packet student work. Formative assessment data will be analyzed by teachers meeting in their regular PLC groups in all Garrard County schools. Any necessary adjustments to instruction and any suggestions or feedback on the non-traditional school day plan will be shared at this time. Data indicating packet completion and quality of student work will be maintained for students who have no access to online programs.

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

On a regular school day Garrard County School System requires each lesson to have a plan for communicating learning targets, instructing and assessing student learning. The non-traditional school day will be no different. Lesson plans will be available for review by the principal/assistant principal who will determine if the lessons are rigorous and parallel to the regular day's lessons. Teachers working in PLC groups to plan lessons and assessments for non-traditional school days will incorporate the same standards and the same methods for analyzing results. Teachers will be responsible for presenting the results of the assessments to their PLC group just as they do on a regular basis in their PLC groups on traditional school 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.

Specially designed instruction for students with disabilities will be given in the form of packets and online learning just as it is for students without disabilities. The lessons in these packets/online lessons will contain all the necessary accommodations for students with disabilities as outlined in their IEP's. The ARC is responsible for determining the IEP and all associated accommodations. Therefore, the packets and their contents as well as the format and contents of online lessons should be discussed in ARC meetings to ensure all members of the ARC know the packet responsibilities and the use of the lessons to keep learning current and ongoing for students with disabilities.

- 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.

Just as teachers must plan for PSP's and GSSP's on a daily basis, they will also be required to plan for these students on non-traditional school days. Teachers will include challenging practice and enrichment activities for these students along with any online resources that pertain to the content they are practicing or mastering. There are numerous online programs for English learners that can be accessed free of charge by students and their families to ensure their inclusion in a non-traditional school day. Packets may also be utilized in their learning on these days as long as it is easily interpreted or understood so language is not a barrier to completion of work. In the case of GT students, their work can be either in the form of reinforcement of traditional work or enrichment of content. GT students will be provided with work online or through packets that is highly engaging and planned to meet the requirements of their GSSP.

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 community will be informed about Non-Traditional Instruction days through the use of the One Call system, local news media, television and Facebook/Twitter to announce the days during inclement weather. These means as well as local news outlets and postings on the district website will give the community a glimpse into the learning that is occurring on these days. Surveys of all stakeholders will give the school system feedback that will be used to continually improve our methods of delivering instruction on Non-Traditional Instructional 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.

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)

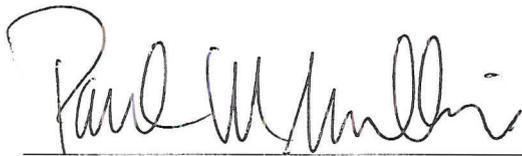
SWD

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 Garrard County
(school district)

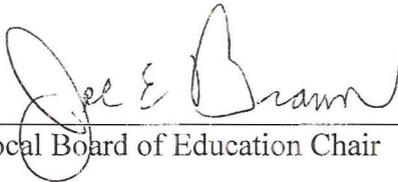
Board of Education at a regular meeting of the Board on April 14, 2015
(date)



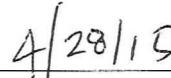
Superintendent



Date



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 or mail to:

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