

**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.

Graves County Schools plans to use learning managements systems, along with other digital and/or print resources, to combat lost instructional time and learning due to hazardous weather conditions or other emergency days. Schools in the district already have experience with a blended instructional learning environment. In the fall of 2015, each school in the district will develop a specific plan to continue this blended learning during non-traditional (NTI) school days. NTI days will be based on learning goals and standards with a instructional focus on reinforcement, remediation, and enrichment.

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

The Non-Traditional Instruction Program has been discussed and planned for in Board and District Administrative Staff meetings. The Community Education Director has been active in discussions and planning for community outreach.

Feedback from all stakeholder groups will be used to develop specific plans. The district regularly seeks advice from central office administrators, building administrators, District Instructional Leadership Team, Classified Leadership Team, Kim's Krew (superintendent's student advisory team), and school SBDMs. These groups will provide input when the district

develops the Non-Traditional Instructional 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.

LEAD Academy at Graves County High School, Mayfield Youth Development Center, and Gateway Academy have utilized the on-line platform, APEX, for many years for blended learning, credit recovery, courses for initial credit, and remediation/enrichment in all content areas.

Graves County High School uses Edmodo school-wide as its learning management system. Teachers regularly use the tool for tasks such as posting assignments/assessments, initiating class discussions, and staying continuously connected with students.

Graves County Middle School houses five carts of iPads and students engage in blended learning on a daily basis with the devices. Instruction is enhanced by providing opportunities for students to constantly use iPads to work in apps, complete research, and create products. Also, GCMS has an online math program, *digits*, which students use regularly for learning and skill practice. Additionally, select grade level departments have been trained on Project Based Learning and have collaborated to integrate PBL through multi-disciplines.

All but two of Graves County elementary schools have at least five Chromebooks in each homeroom class. Technology refresh will occur for the mentioned two schools this summer/fall and they will receive Chromebooks for classrooms. Since students have convenient access, teachers integrate the use of Chromebooks during instruction and small group time. Students can be found on Chromebooks throughout the day practicing skills on assigned websites.

Since 2012, Graves County Schools has been a Bring Your Own Device (BYOD) district. After much planning that focused on safety, instruction, and infrastructure, BYOD continues to be implemented so students can be allowed to use their own devices during instruction. The district created a BYOD network so students can have internet access to what is needed for learning. This structure allows teachers the flexibility to develop and implement plans for a blended classroom.

Teachers use an array of digital resources to foster student learning. Some that our teachers and students use on a regular basis include:

- Accelerated Reader
- Accelerated Math
- BrainPop
- Edmodo
- Google Classroom
- Kahn Academy
- MobyMax
- TCA

Note: This list is not exhaustive and serves only as a highlight.

Graves County Schools believes the digital tools and resources currently being used for a blended learning experience during the school day will allow for a seamless transition to the NTI

program.

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

Graves County Schools plans to use learning managements systems, along with other digital and/or print resources, to deliver instruction on NTI days. With a LMS, teachers will be able to post assignments, collaborate with students, participate in online discussions, provide other digital resources, and much more.

For those students without internet access, printed resources will be provided that align with the digital content. Parents/students will be surveyed before NTI days begin to determine if a paper packet is needed.

- 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?

Graves County High School uses Edmodo school-wide as its learning management system. Teachers regularly use the tool for tasks such as posting assignments/assessments, initiating class discussions, and keeping students continuously connected to them.

Several Graves County Middle School teachers use Edmodo in their classrooms and the entire school will adopt Edmodo next year as the school's LMS per our district technology plan.

Some elementary classrooms have integrated Google Classroom while the rest will integrate this next year as the main LMS for elementary schools per our district technology plan.

Teachers and students will continue to use many of the "regular school day" digital resources during a NTI day as students are familiar with the sites. A list of these resources can be found on question #2.

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

For those students who do not have internet access, a paper packet will be provided. This packet will be aligned to the digital assignment.

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 be provided options for work assigned on NTI days.

Option 1: Those students with digital access have the option to complete assignments online at home using the LMS or other digital resources.

Option 2: Those students that cannot complete their work at home may have the option to go to the nearest school or NTI community partner location to complete assignments online. The district will provide a list of community partner locations.

Option 3: Students may obtain a paper copy of assignments from their teacher(s).

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

The Graves County Schools Community Education Director will help organize a meeting with administrators and community members to plan details for NTI days. Specific locations throughout the county will be identified as NTI Community Partner sites.

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.

At the beginning of the school year, teachers will be trained (or continue training) on using their school's learning management system. This instruction will be provided by the school's Technology Resource Teacher (TRT) and the district's Technology Integration Specialist (TIS). Teachers will begin using the school's LMS at the beginning of the school year and continue throughout the year to ensure students are comfortable with the site.

During staff professional development and/or work day(s) in the fall, teachers will work collaboratively to plan 7-10 NTI lessons to be used in the months of December through March.

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.).

During an NTI day, teachers may work from home but will be expected to maintain electronic office hours. This will be a pre-determined time that students can contact their teachers for help through the learning management system, email, or phone. Teachers will be able to score student work as they complete assignments, provide specific feedback, and offer guidance to those who need to make revisions.

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.

A log of all hours worked shall be maintained and reconciled prior to June 10th.

Principals may work with individuals to develop an alternative plan if staff availability does not readily fit into duties outlined below.

Staff that have not met contractual obligations shall make up work prior to June 10th of current school year.

Instructional Assistants:

Where available, may work in collaboration with teachers during the non-traditional school day and/or maintain an online presence (time period should correlate with certified staff requirement). Work beyond contractual requirements with classroom teachers in communicating and preparing packet information and online assignments.

Bus Drivers, Bus Monitors, and Food Service Staff:

Shall work with immediate supervisor to plan for make-up of hours missed to be completed by June 10th without going over 40 hours in a given week.

District Technology Staff:

Shall be on call to handle any technology issues that may arise.

Classified Personnel:

Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in assigned building.

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

Student participation data will be collected and analyzed to determine the success of the NTI day and if another NTI day should be used in the future. Student engagement and assignment completion will be monitored by teachers using tracking features of the learning management systems and other digital resources such as Accelerated Reader/Math, *digits*, MobyMax, etc.

Those students who complete assignments via paper-pencil will submit their work to their teachers for data analysis.

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

Teachers will provide their electronic office hours to their principals. Principals may log in to the LMS during the time to observe and/or participate, generate activity reports from the LMS, and/or contact the teacher via email or phone during electronic office hours to ensure staff participation.

Other staff members will provide a log of hours worked to their supervisor.

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.)

Learning outcomes will be dependent on the standard-based learning goal of the assignment. First, teachers will determine what level each assignment has been completed (completed, attempted to complete, not completed). Then, teachers will evaluate completed work for student learning evidence. Teachers may use LMS reports to determine the levels of these two areas.

Teachers will submit participation and learning outcome data to principals after each NTI day. Schools will provide reports to the district with the information. This data may be used for

adjustments to the Non-Traditional Instruction Plan or coursework before another NTI day is implemented.

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

Teachers will develop NTI lessons during professional development and/or work day(s). After completion of a NTI day, Professional Learning Community (PLC) work will center around reviewing the effectiveness of lessons and analyzing student results to providing feedback for future NTI lessons.

Overall, the idea and process of a Non-Traditional Instruction day should mirror what normally occurs in the physical classroom. NTI days will be based on learning goals and standards with a focus on reinforcement, remediation, and enrichment. A blended learning environment will be provided at home just like it is at school. High expectations for learning will be set for students as during a traditional instruction day. Teachers will be available for students to communicate with for help or feedback just like in the regular classroom.

- 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 will modify assignments based on student's individual needs. This could include reading practice on the student's level and use of online resources such as MobyMax and BrainPop. The Conference Summary for individual children will document how a NTI day would be structured in the ARC. Special Education teachers would be available during a predetermined time frame for electronic office hours to interact online or over the phone.

- 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.

Teachers will modify an English learner's assignments based on individual student accommodations on PSP plans. This information would be documented in their PSP. EL teachers will have predetermined electronic office hours to assist students as needed.

Gifted students assignments may be modified based on their GSSP. These students may be provided an enrichment activity to complete.

- 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 Public Relations Coordinator will provide local media a written article about the Non-Traditional Instruction Program at the beginning of school. Another article will follow in November. The focus of these articles will be on the continuation of learning and other benefits

of the program. All articles shared with the local media will be shared on the district's website, Facebook, and Twitter pages.

Each district and school website will have a Non-Traditional Instruction page. This will house information about the program, NTI plans, Frequently Asked Questions (FAQs), and more information as needed.

Stakeholders will be surveyed after three NTI days have been implemented. This data may be used for adjustments to the Non-Traditional Instruction Plan or coursework before another NTI day is implemented. This data will be shared at the following Board Meeting and posted on our district's NTI webpage.

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

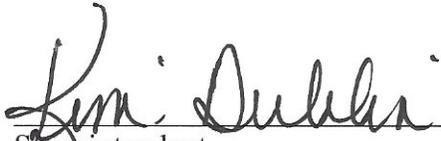
Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, 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

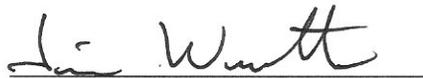
A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, 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 Graves County
(school district)

Board of Education at a regular meeting of the Board on April, 15 2015
(date)


Superintendent

4-29-2015
Date


Local Board of Education Chair

4-29-2015
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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