

**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

Harlan County

Date

April 20, 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.

Harlan County students missed 23 days of critical instruction during the 2014-2015 school year. Our district feels that it is imperative for our students to receive traditional instruction to the maximum extent possible. There is no replacement for instruction that takes place with the student's regular school setting with classmates and teacher guidance. One of Harlan County's options will include making up any missed instructional days at the end of the approved calendar or during other scheduled days off of schools (such as portions of scheduled breaks, President's Day, etc.) We do have concerns that missed days of school cause lost instructional time and breaks in the flow of instruction. We realize that a blended learning approach will help keep our students from regressing as the instructional pace of the classes will continue even when school is not in session.

During the 2015-2016 school year, our scheduled last day of school for students is Monday, May 9th. Our first option to combat lost instructional time is to simply add the missed days on to the end of the calendar. If we miss an exceedingly large amount of days that moves our Closing Day of school into June due to inclement weather, we may choose to utilize non-traditional instructional days. **During nontraditional days, students will use a variety of online instructional software to complete assignments given by each teacher. Students will enter the Harlan County District Portal, and from there will select his/her school website. Once on the school's website, the student will enter his/her grade link and will complete the assignments in all subject areas. With the district wide adoption of textbooks, online resources/software will be used to complete the assignments. The online resources will vary from school to school, but will include the following: Study Island, Khan Academy, Jefferson County E-School, Plato, etc.. Students who do not have access to the Internet will be given an assignment packet prior to the threat of any inclement days (teachers will have packets prepared and distributed to identified students no later than the beginning of the second nine weeks). These packets will be given to parents during conferences. We realize that some copied packets may be lost before nontraditional instruction days occur or there may be issues with power/internet at students' homes. Therefore, students will have five days after school is back in session to complete and turn in the nontraditional day homework assignments. Teachers will track and document student work completion, both those students who complete assignments during the missed day as well as those who complete assignments once school has resumed.**

To prepare the staff, parents, and community for the possibility of these nontraditional instructional days, the Harlan County District will communicate the plan in a variety of ways. Teachers will be involved in staff training concerning requirements of students and staff on these days. Additionally, teachers will be trained on how to maintain grade level web pages and how to upload assignments.

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

The project has included administrators, teachers, and board members as stakeholders. Our parents and the community will receive information concerning the plan via informative meetings, school/district web pages, School Messenger phone messaging system, school newsletters, and social media.

A wide range of district personnel contributed to the development of the plan with several teachers and principals being asked their thoughts and opinions regarding various components of the plan. The knowledge base and comfort level of teachers was considered when deciding how to implement the blended learning aspect of instructional delivery.

The plan will also be reviewed in detail at the April 25th principals meeting where principals will be asked for immediate input. The plan will also be made available for general review and feedback following the April 25th principal's meeting and prior to submission to KDE for final approval.

Also, to gain a full understanding of resources available, a survey completed at the beginning of the year concerning student access to internet at home will be analyzed and students who require packets will be identified.

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 Harlan County Public School District is fortunate to be a member of the Kentucky Valley Educational Cooperative (KVEC) and the Appalachian Renaissance Initiative (ARI). Through ARI based programs, teams of both administrators and teachers have received training over the course of the last year on the incorporation of project based learning, blended classrooms, as well as the rapid expansion of individualized digital learning platforms. Additional support and training for our district's teachers and administrators will continue throughout the duration of the grant. Our teachers who are involved with ARI have been equipped with classroom sets of Learnpads and have received training on the effective use of these personal devices for the delivery of individualized instruction.

Based on the experiences and training acquired through our ARI participation, the ability of many of our educators to deliver instruction via a digital platform has been developed and greatly expanded. We currently offer Spanish lessons which are broadcast from Harlan County High School using the LYNC platform to all of our elementary classes in each of our elementary schools. Our teachers have witnessed the ability of the web-camera through these Spanish lessons and have now expanded to the point that some teachers regularly use the Mondoboards and web-cameras for collaborative lessons between schools.

The Harlan County Public School District is also fortunate to be included in the Berea College Gear-Up grant which will last for the next seven years. Each year funds derived from the grant are being used to equip teachers with additional personal learning devices in our quest to achieve 1:1 digital status. The Gear-Up grant has provided four to five classroom sets of TI N-Spire Navigator equipped personal devices for each elementary school in Harlan County. The teachers are currently receiving job-embedded training on these personal devices and are scheduled to receive intensive personal training on June 11 & 12, 2015.

Harlan County schools also have access to a broad scope of digital educational resources, many of which have been in use within our district for several years. These resources include:

- 1) Study Island (A license has been purchased for ALL students in grades K-8)
- 2) HMH digitized math and reading textbooks, resources and activities - Our district has a seven year agreement for the digital math resources for all grades and a seven year agreement for the digital reading resources at grades K-8.
- 3) Google Documents and Office 365
- 4) My Reading Coach
- 5) Accelerated Reader
- 6) STAR math, reading, and early literacy
- 7) United Streaming/Discovery education
- 8) KETS Encyclomedia
- 9) I-Curio (purchased by ARI for ALL students in Harlan County – our teachers will received training on this amazing resource this summer)
- 10) Etc... These are just of the few on-line resources currently in use within our school district.

The combination of personalized learning initiatives, the experience of using individual digital learning devices which are already in place through ARI and Gear-Up, and the long term use of numerous digital educational resources gives Harlan County teachers and administrators the experience and foundations necessary to effectively implement a successful non-traditional instructional program.

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

The Harlan County Public School District will utilize a combination of print resources for students who do not have access to the internet from home and digital web-based activities for students who can access the internet from home. Print resource packets and web-based assignments will be given to students prior to any non-traditional day being declared.

- 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?

Teachers will be encouraged to use Edmodo, Google Documents, Office 365, LYNC, e-mail, and various other learning management systems in order to give support to students and maintain meaningful communication with the students on non-traditional days.

Additional training on the full utilization of each of these learning management and communication systems will be offered to all teachers during summer professional development sessions by the district technology integration specialist.

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

Only the students who do not have access to the internet will be allowed to complete instructional paper and pencil activity packets developed by their teachers. All teachers will be required to survey their classes and submit the names of specific students who do not have internet access to their principals. These students will then be given paper and pencil activity packets for each non-traditional school day. Once a non-traditional school day has been declared, the student will be required to submit the completed packet of activities to his/her teacher(s).

- 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 and parents will be notified in advance of the plan for using non-traditional student attendance days. Before students leave school for Christmas Break, a reminder will be sent via letter concerning the possibility of non-traditional days should inclement weather close school. Upon the need for a non-traditional day, the following process will occur. Our school messenger phone message system, the district web page, and the local radio announcement will alert the community that we are initiating a non-traditional day. During non-traditional days, students will use a variety of online instructional software to complete assignments given by each teacher.

Students will enter the Harlan County District Portal and locate his/her school and scheduled classes. He/She will complete the assignments in all subject areas. These assignments will be created in advance by teachers in grade level in scheduled Professional Development Days and common content planning time. Online resources/software will be used to supplement the assignments. The online resources will vary from school to school, but may include the following: Study Island, HMH digital textbook resources for math and ELA, My Reading Coach, United Streaming, I-Curio, Khan Academy, Jefferson County E-School, Plato, etc. Students who do not have access to the internet will be given an assignment packet that aligns with the online assignments prior to the threat of any inclement days (teachers will have packets prepared and distributed to identified students no later than the beginning of the second semester).

These packets will be given to parents during conferences. We realize that some copied packets may be lost before nontraditional instruction days occur or there may be issues with power/internet at students' homes. Therefore, students will have five days after school is back in session to complete and turn in the nontraditional day homework assignments. Teachers will track and document student work completion, both those students who complete assignments during the missed day as well as those who complete assignments once school has resumed.

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

Local radio stations will be involved with the communication of the missed school day being a non-traditional instructional day. The Harlan County Public Library will also be a community resource that we will utilize. Our public library will be open on days when our schools are closed and students will be able to access our school web pages to complete the non-traditional instructional day assignments. Additionally, Harlan County High School is identified as the location for online access for students who do not have access at home and can travel safely to this destination.

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.

A group of our teachers and administrators are currently participating with an ARI teacher/leader group which receives training referred to as the Next Generation Learning Academy provided by the University of Kentucky. These teachers have received several days of training aimed at providing students with quality blended learning and personalized learning experiences. These teachers will continue to attend trainings offered through the Next Generation Learning Academy. The knowledge gained by these teachers will be shared with other staff members through PLC's and staff meetings.

During one of the three staff development days at the end of May, each teacher will be required to create a digital lesson using a learning management system. Teachers will then be asked to submit their lesson to a peer for their review. The peer will be asked to critique the lesson and offer suggestions for improvement if necessary. The format of the lesson and the platform for delivery will be critical components for the peer review. Principals will supervise the process and submit written documentation to the superintendent that each teacher has developed a lesson and that the lesson has been reviewed by a peer. This will facilitate communication between teachers regarding the development and delivery of digital lessons.

We will also offer professional development during the summer to all of our teachers on the full utilization of each of the learning management and communication systems which will be included in the non-traditional instruction program. Specifically, our district technology integration specialist will offer training on the use of Edmodo, Office 365, Google documents, LYNC, and appropriate communication through district e-mail.

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.).

Due to the rural diversity of our district and our concern for the safety of all stakeholders, certified staff will not be required to be physically present at their school during inclement weather days or other emergency days.

On non-traditional instructional days, certified staff will complete contractual obligations by completing a variety of duties. They will facilitate any questions, comments, or concerns via school email (which will be listed on the schools' web pages) and Edmodo. Certified Staff will maintain a presence via Edmodo on the non-traditional day. Certified staff will check email regularly throughout these days and respond to student questions in a timely fashion. Additionally, certified staff will run reports each day from the specific online program that he/she assigned lessons for the day and will analyze each student for understanding of the content. Additionally, the teachers will record any grades for the day, and will track any students that do not complete the assignments due to lack of access or other reasons. The teachers will then ensure that students have the materials and opportunity to complete the assignments once school resumes.

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.

Due to the rural diversity of our district and our concern for the safety of all stakeholders, classified staff will not be required to be physically present at their school during inclement weather days or other emergency days.

School secretaries and school custodians will report to work as normal, weather permitting. The remainder of the classified staff will be assigned to a regular classroom and given access to Study Island. Upon direction from the classroom teacher, they will assist in monitoring student logins and grading student assignments. Additionally, they will assist in making sure that packets are distributed to students with no access, and they will assist teachers in taking up/scoring written packets once school is back in session.

Additionally, if roads are safe to travel, classified staff members will report to schools to answer phone calls to assist in basic troubleshooting concerning the learning management system. Also, weather permitting, classified staff will be assigned to the school lab to monitor and assist students with online assignments during the non-traditional day.

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

All students will be required to submit evidence of completion of their assigned activities to the teacher on the next day school is in session following a non-traditional school day. All digital assignments should have a method for teachers to review student work or progress and offer feedback to the student as a means of formative assessment.

Students who do not have internet access and are required to complete paper/pencil activities will be required to submit the completed activities for teacher feedback and grading on the next day school is in session.

If the student was ill on the non-traditional school day and was unable to complete the assigned activities be it in digital or paper & pencil format, the teacher will treat the student as though he/she was absent and follow board policy for the extended time allowed to complete the assignments.

Teachers will be required to submit a written record for every student in their class within one week of the non-traditional school days stating whether or not the student completed, partially completed, or failed to complete the assigned activity.

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

Staff participation will be partially based on the actual completion of the non-traditional instructional program daily lesson plan. The lesson plan must be submitted to and approved by the building principal prior to the non-traditional day. The teachers will as also be asked to submit a written record for every student in their class within one week of the non-traditional school days stating whether or not the student completed, partially completed, or failed to complete the assigned activity.

Principals have the discretion to ask any staff member to provide a record of feedback they provided to students on the activities they completed on the non-traditional day as well as a record of e-mail or other communication that actually occurred with students on the non-traditional day.

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 for the non-traditional instructional day will coincide with learning outcomes from the traditional day. Blended learning for the students who have internet access will address the modalities along each student's learning path within a course or subject and will be connected to provide an integrated learning experience.

The non-traditional instructional day will hopefully serve as a catalyst for teachers who have not utilized blended learning in the past to see its merits and incorporate it into their regular instructional practices.

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

All lessons included in the non-traditional instructional program will be required to coincide with learning outcomes and goals that take place on traditional school days. Teachers will be required to submit a lesson plan to their principal for each non-traditional instructional school day. The principals will be instructed to review the lesson plans to insure congruency to the specific standards the teacher is responsible for teaching during the traditional school day. The lesson must also include clearly defined learning targets which also correspond to the standards for which the teacher is responsible.

- 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.

All teachers will be asked to consider current IEP modifications for each of their students when making the assignment for the non-traditional instructional day. The Director of Special Education will also ask all special education teachers to review each student in their case load and proactively address any issues they feel might arise. If a special education teacher feels that a particular student may have an issue with the non-traditional instructional day, the teacher will be asked to call for an ARC meeting to address that concern.

- 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.

ELL and GSSP students will have their non-traditional instruction day assignments personalized to meet their specific needs. The non-traditional instructional day will offer teachers an excellent opportunity to personalize learning activities for GSSP and ELL students. Teachers will be required to document the differentiation of assignments for these students in their lesson 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 utilize its Facebook page to initially announce the inclusion of the non-traditional instructional program as well as posting a description of the program on the district web-site. The district will then ask the local newspaper to run an article on the non-traditional instructional program. At the beginning of the 2015/16 school year, all students will receive a document which must be signed by their parents describing the non-traditional instructional program and declaring whether or not they have internet access. The response to this note will determine whether a student participates in the on-line learning experience or receives a paper and pencil packet.

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 Harlan County
(school district)

Board of Education at a regular meeting of the Board on April 23, 2015

(date)



Superintendent

4-24-15

Date



Local Board of Education Chair

4/24/15

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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