

**“Non-Traditional Instruction”  
Application per KRS 158.070**

**District**

**Date**

**DEFINITIONS:**

**Blended Learning**

A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities.

**Innovation**

A new or creative alternative approach to existing instructional and administrative practices intended to improve student learning and student performance of all students.

**Learning Management System**

A learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process.

**Student Attendance Day**

Means any day that students are scheduled to be at school to receive instruction, and encompasses the designated start and dismissal time.

**NOTE: Expand the text boxes as necessary.**

- 1. Please describe your overall approach to combating lost instruction on adverse weather or other emergency days? How have you involved all stakeholders in planning for this approach?**

The Jessamine County school district plans to use its current learning management systems, along with other digital and/or print resources, to combat lost instructional time due to adverse weather or other emergency days. The district has already moved into blended learning environments as part of instruction and plans to capitalize on existing resources to deal with unavoidable time away from physical classrooms. In general, teachers will prepare assignments, or “class” work, for students to complete using available learning management systems, their own web pages, or paper-pencil tasks if necessary.

Most of our teachers already use these technological resources as part of their instructional design, so they are well-equipped to use them as part of an inclement weather plan. Each school in the district will develop a specific plan in the fall of 2014 for learning on days the non-traditional instruction plan is in effect.

In preparing to submit a "Non-Traditional Instruction" plan, central office staff posted information and a feedback opportunity for stakeholders on the district web page and communicated the presence of the feedback opportunity using Facebook, Twitter, and email groups. All major stakeholder groups were represented in the data with 43% of the respondents being parents, 25% teachers, and 2% students and 10% "Other." Sixty-three percent of all respondents thought that submitting a non-traditional instruction plan was a good idea.

Respondents were able to identify potential barriers and make suggestions about implementation as well. The district will use this additional input from the on-line survey, along with feedback from various stakeholder groups in the district, to develop specific procedures. The district regularly seeks advice from our building administrators, the Certified Council (superintendents' certified employee advisory group), Student Advisory (superintendents' student advisory group), and Council of Councils (SBDM parent representatives). These same groups will provide input on the Non-traditional Instruction plan as we develop the details of the plan in the fall of 2014, knowing we will not be taking advantage of using non-traditional instructional days until spring 2015.

## **2. What evidence of capacity and previous experiences with non-traditional environments does the district have?**

### Leadership Capacity

Administrators and teachers in the district are prepared to use digital resources and non-traditional learning environments. To begin with, schools in the district, particularly the middle and high schools, have utilized on-line learning platforms for several years. Currently, all middle and high schools have access to *Edgenuity*, a learning management system that provides schools with resources for blended learning, credit-recovery, courses for initial credit, and remediation/enrichment in all content areas. Additionally, teachers across the district utilize iPad and Chromebook labs as part of instruction. The district also has teachers who have piloted and utilize paperless classrooms and have designed electronic means for assigning and collecting class and homework.

Like in the secondary schools, elementary school teachers have been using *MobyMax*, a learning management system with complete literacy and math curricula. This year, elementary schools will add school-wide licenses for *Lexia Reading Core5* and *Reading Plus* two personalized learning platforms for reading. Elementary teachers have access to mobile computer labs and handheld devices.

Several teachers in the district already have experience with non-traditional instruction days. Red Oak Elementary teachers, for example, produced snow day packets this past year for students to work on anytime school was not in session because of snow. Advanced Placement teachers at the high schools are another example. Several of them expect students to complete work on snow days, posting assignments for students to access and complete while at home, to keep up with the rigorous demands of those classes. East Jessamine High School has used their version of non-traditional instruction (On-Line Learning Days) in past years as well. All of these current examples will serve as models as schools and teachers develop their specific plans during the fall of 2014.

### Infrastructure Capacity

The Jessamine County Schools community has the technological infrastructure to support non-traditional instruction. The district completed a bandwidth upgrade on July 10, 2014. The district now has 1GB of bandwidth that will support district-wide internet access. Further, recent survey data tells us that the majority of our students have access to computers and internet at home. Data collected by the Brightbytes organization show that 80% of Jessamine County students have devices they can use at home and 86% of students have internet capabilities in their homes. Fortunately, the Jessamine County community will help support non-traditional instruction days. There are a variety of public WiFi access points (library, fast food, coffee shops) in the community which will provide options to students without access at home.

### Technical Support

Jessamine County Schools previous forays into digital learning environments have been successful, in part, due to the district's technology office. The Systems Engineer and Technology Support Manager, along with the Director of Technology, work with building-level technology leaders to keep the network functioning and quickly trouble shoot any issues (KY Digital Learning Guidelines—Technology Readiness). These three key employees work throughout the calendar year, so would be available any time the district used a non-traditional instruction day.

- 3. What learning management system will the district use to manage the non-traditional program? What features does this system possess that can track student participation and measures of learning? Include in your description how the district is following the new Digital Guidelines from KDE. What other digital platforms, applications or tools will the district use to ensure learning is taking place on non-traditional student attendance days?**

Jessamine County Schools has several learning management systems in place that the staff will use to manage the non-traditional program. All of the current platforms include elements to monitor student participation and report learning progress.

*Edgenuity* is a comprehensive learning management system that all district secondary schools have used for one year. *Edgenuity* offers a complete catalogue of courses including career and technical and foreign language. Teachers have the freedom to select intact courses as designed by the *Edgenuity* staff or pick specific digital components (readings, video lessons) to use in their own classrooms in a blended learning format. Because of its flexibility, schools currently rely on *Edgenuity* to offer courses for credit recovery and initial credit as well as selecting components to include in regular classrooms (KY Digital Learning Guidelines—Digital Pedagogy).

*Edgenuity* also connects with NWEA's MAP assessment, which the district uses in grades K-10. With a simple download of MAP results from NWEA and upload of the results to *Edgenuity*, the system automatically identifies lessons for student remediation or enrichment based on MAP scores.

*Lexia Reading Core5* provides explicit, systematic, personalized learning in the six areas of reading instruction, and delivers norm-referenced performance data and analysis without

interrupting the flow of instruction to administer a test. *Lexia* covers the six areas of reading for students of all abilities in grades pre-K–5. *Lexia Reading Core5* provides students immediate corrective feedback, multiple levels of scaffolding, and explicit instruction both online and through direct instruction with the teacher. Teachers are provided data-driven action plans—unique to each student—that are simple to interpret and drive differentiated instruction.

*MobyMax* combines curriculum resources like placement tests, adaptive lessons, progress monitoring, and IEP reporting with teacher tools, such as *Clicker* (a student response system), *Vibes* (a behavior management system), *Messenger* (a communication system), *The Wall* (a social wall for homework assignments and class communication), and motivational features (badges, games, and contests). With *MobyMax*, teachers can create an individualized plan for each student.

*Reading Plus* provides an extensive library of informational and literary selections at grade-appropriate Lexile levels. The program measures a student's reading capacity as well as his or her reading efficiency and motivation, then identifies individualized actions and lessons for the student. Teachers are alerted to students who are struggling, have earned performance awards, or have submitted writing assignments. The program's embedded texting system makes it easy for teachers and students to stay connected.

(*MobyMax*, *Lexia*, and *Reading Plus* descriptions summarized from vendor-provided information.)

All of the learning management systems the district use monitor student access and time on task. The systems also track student progress and depend on teacher interaction at critical stages to ensure student work is meaningful and on track (KY Digital Learning Guidelines—Digital Pedagogy). For example, not only can teachers set thresholds for student performance on lessons or quizzes, but also teachers must unlock components of courses before students can move on.

By design, each of the learning management systems the district uses aligns with current academic standards. LMS providers had to demonstrate this alignment before district staff agreed to contract with each of the companies (KY Digital Learning Guidelines—Content, Leadership and Governance).

In addition to these LMSs, teachers will have the option of continuing to use *Moodle*, *Edmodo*, or their own web pages to make assignments for non-traditional instruction days. Many teachers use one of these platforms already to make and communicate assignments and classwork.

- 4. Please describe in detail the process the district will use on non-traditional student attendance days. Please include how you will account for all students' access to online resources and how you will provide equitable instructional materials for those students that do not have access to the internet? Include how community partners will be engaged and any opportunities that will exist at community locations or if the district will open schools to provide access.**

Since all schools in the district have access to learning management systems, the majority of teachers will prepare assignments or coursework for non-traditional instruction days using the

learning management system(s) in place at the school. In some cases, schools and teachers will have choices of learning management systems. Teachers will also have the option of using *Moodle*, *Edmodo*, or their own web pages to design coursework for days out of school. In the fall of 2014 before any non-traditional instruction day is used, each school will develop a detailed plan of the system or platform each teacher will use and how that information will be communicated to students and families.

The LMSs we have in place provide several options for teachers in designing assignments for non-traditional instruction including

- Reinforcement--assignments that support skills or standards previously taught or currently being taught in classes.
- Remediation—assignments made for students that support skill deficits and continue work for students in intervention settings
- Enrichment—assignments that extend student learning for students who have successfully mastered standards or skills

Students will have options for accessing and completing work assigned on non-traditional instructional days. Most students will complete work at home, accessing assignments through an on-line management system or teacher web page. For students without access at home, another option will be to go to their school or a community location to complete the work on-line. A third option will be to obtain paper-pencil versions of the assignments from the school or community locations. The schools will provide a list of community locations with WiFi/internet access to students. Schools will have instructions and information about accessing assignments available at these sites. Some locations will have teachers present to facilitate work. A final option will be for students to put in the time before or after school on regular attendance day after the non-traditional instruction days to complete the work other students completed on the non-traditional attendance day.

During the fall of 2014, school and community representatives will meet to plan details. Specific community locations (e.g., public library, Asbury College, local businesses) will be identified as “official” partner sites. When a non-traditional instruction day is used, information about WiFi/internet access locations in the community will be clearly communicated to students and families via typical media (Facebook, email groups, district website, Twitter, One Call, Infinite Campus Parent Portal).

- 5. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity they need to provide quality blended instruction to students. Also describe how you will incorporate CIITS and any additional technology platforms teachers may use.**

Teachers in the district were trained when schools began using the learning management systems currently in place. For example, building representatives and administrators were trained to use the Edgenuity system last summer and additional training was scheduled this year for July 30 and 31. Elementary school staffs will be trained throughout August on *Lexia* and *Reading Plus*. LMS providers conduct the training on their products whenever the district implements a new

product, like the LMSs that will be used for non-traditional instruction days. Most of the LMSs offer training modules available to users as needed.

Each school has staff members who serve as points-of-contact with particular learning management systems. The building-level experts will make sure all teachers on staff know how to use the LMS to make assignments for non-traditional instruction days. District staff provides annual training on how to use the Moodle site and set up web pages.

All training and professional development hours in the district are logged in CIITS.

- 6. Please describe the deployment of certified and classified school staff on non-traditional student attendance days. In what ways will certified and classified school staff complete their contractual obligations on these days (access the learning management system from home, serving as facilitator at school or community access points, serving as a phone facilitator). Please include a visual representation (e.g. chart, spreadsheet)**

On non-traditional student attendance days, all teachers will be expected to maintain electronic office hours—a pre-determined time that students can access teachers for help. During electronic office hours teachers will be available to help students on-line or by phone. Students will be able to reach teachers through email, phone, or the communication tools that are part of the learning management systems. In most cases, teachers will be at home but available to students electronically. Teachers will be able to start evaluating work as students complete assignments, providing feedback to students who can begin revisions if necessary.

In addition to electronic availability, some teachers will be assigned to physically man help centers at schools or community locations. More than likely, teachers will rotate these duties much like they do ballgame supervision or early morning duty. Of course, teachers or students coming to school or other locations will depend on severity of weather or other emergencies. Each school will be required to develop a detailed plan with staff assignments in the fall of 2014 before any non-traditional instruction days are used.

The district technology staff will also be on call to handle any technology glitches that may arise.

- 7. Please describe the process the district will use to collect information on participation, what outcomes are expected and how those outcomes will be assessed on non-traditional student attendance days?**

Student engagement in the work assigned on non-traditional instruction days will be analyzed on two levels. First, teachers will look at task completion to answer the question, “Did students complete, or attempt to complete the work assigned?” Second, teachers will evaluate work completed for evidence of student learning. Based on results from these analyses, adjustments to the digital coursework or the non-traditional instruction plan will be made before another non-traditional day is used.

Student engagement and task completion will be monitored using the functions built into the learning management systems. All of the LMSs in place in the district track student participation and assignment completion. Teachers will be able to see how much time students spent on the tasks and when the work was completed. Alternately, students who complete assignments traditionally will submit the paper-pencil tasks to teachers.

The expectations for student work will be the same as if they were sitting in a classroom. Students will be expected to participate and engage in the on-line (or traditional format) work and, if at all possible, complete the assignments. Of course, there will be students who struggle with completing the work, and like in the classroom, teachers will provide extra help and support for students who struggle. Students may ask for help from teachers during electronic office hours on the non-traditional instructional day, but also have time after the non-traditional instruction day to redo or makeup coursework assigned on a non-traditional day.

Student work completed as part of the non-traditional instruction day assignments will be evaluated for student learning using various methods that mirror what would happen in the physical classroom. As with any other daily lesson, teachers will design digital coursework around targets or objectives derived from content standards. All assignments/lessons developed for non-traditional instruction days will be built around learning targets that adhere to criteria established in *Classroom Assessment for Student Learning*. The learning targets will spell out the specific, relevant outcomes intended for students. Student learning outcomes will be measured using a variety of formative assessments as appropriate to the target.

In general, the expected learning outcomes for assignments completed on non-traditional instruction days will be to

- Apply skills or content when students are in the process of mastering content or skills.
- Improve skill deficits when students have not mastered content or skills.
- Extend student learning when students have mastered content or skills.

Teachers will evaluate the student work from the digital assignments and formative assessments to determine if students have met the learning outcomes.

We certify that this application was reviewed and approved by the Jessamine  
Board of Education at a regular meeting of the Board on July 28, 2014  
Date

Kathy Fields  
Superintendent Date

Logan Paul  
Local Board of Education Chair Date

Terry Holliday, Commissioner of Education Date

Please download this application and return completed form, including required signatures (scan completed document as a PDF file) to [david.cook@education.ky.gov](mailto:david.cook@education.ky.gov) or mail it to:

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