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 Knott County

Date 4/4/2015

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.

Knott County Schools lost 32 days of valuable instruction due to snow in 2013-2014 school years. During the 2014-2015 school years we have missed 26 days due to snow. While we value traditional instruction for our students we feel that we must adjust our way of thinking. We have traditionally added days on to the end of the year and added extended time on to each day to make up lost instructional time. We hope to use these days to keep students in the flow of the school year and keep the year pulled together. We hope that by using a blended approach to instruction will keep students from regressing due to long periods of inactivity.

The following plan was developed by our non-traditional planning committee composed of parents, teachers, community members and students. This plan will allow us to keep quality instruction provided to students during extended periods of missed calendar days due to weather related circumstances. Blended learning is an ideal way to keep students engaged in instruction. That is why the administration, staff and community feel it was important to create this snow plan. As stated above we are prone to very severe winter conditions and this plan will allow us to adapt and overcome one more hurdle to educating our youth.

We will use grade level teams and content area teams to create meaningful assignments that will focus on the Common Core as well as prepare students for the ACT and College and Career Readiness. Through Professional Learning Communities (PLCs) both at the district and school level, planning, implementation and monitoring of the program will take place. Our district will start notifying parents in early November on the snow plans and the requirements through letters, Facebook, postings on district website, email, newspaper and radio broadcasts. Following any missed days due to severe weather our teachers will collect the paper packets and print a list of students who completed online assignments through the online platform. Online packets will be scored and recorded. After the first day of our snow plan, we will evaluate the day and make any necessary adjustments during PLCs. All documentation will be kept. Our school messenger system will be used to communicate with parents via telephone of events and activities. 84__% of our district's students have internet access, with this fact our 6-12 grade students will greatly benefit with Google Docs as a learning option because of its interactive capacity. Assignments will be teacher constructed and therefore, will meet the common core and fit the needs of individual students more. Students without or slow access will have a paper version of the same or similar assignment. Younger students will have the option of viewing and answering Brain Pop questions as part of their assignments as well as Common Core paper assignments.

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

It was obvious there was a need for our district to pursue other viable options to keep our district from losing valuable learning days for students. We asked members from our parents, teachers, students, administrators and community members to come together to discuss our options.

Under the direction of our Superintendent, Mrs. Kim King we met with these members and I explained that we could apply for Non-Traditional instruction days. We discussed the details of making sure we were able to include all students, make instruction meaningful and what resources we would need to make this work. I was instructed to contact the Department of Education on available options and to contact other districts that were implementing this strategy. Our committee then met and we looked through other applications and used information from the Department of Education to create a plan for Knott County.

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.

Our district has used WIN learning for some time, which requires students to use a combination of classroom instruction along with digital learning. We have also used Study Island. Our lower grade teachers have also sent home snow packets before in order to keep some learning taking place. Our schools also have offered a digital program to allow students to make up lost credits at home as well as during school hours.

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

Teachers will use both paper copies, WIN Learning, teacher web pages and Google Docs to provide instruction on non-traditional days. Teachers will be available online from 8 am to 12pm and 1pm to 3:45pm to interact with students electronically.

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?

We will use Google Docs and WIN learning program as our digital management system. Win learning can be used for 8 thru 12th grades and provides teachers a way of tracking individual learning progress with printable reports showing amount of time and progress made during session.

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 who do not have internet access or has a slow connection will be given a paper copy of the same or similar assignments in order to maintain equality and quality of instruction. All assignments will be aligned to Common Core and or focused on College or Career Readiness.

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

We have several members of our community that value education and want to assist our district. It is our intent to use our community members as well as students, teachers and administrators to serve as an advisory board for this project. As with any new program we anticipate having to adjust as we go. These people will help us evaluate the strengths and weaknesses of this effort and to help decide on what ways to improve this.

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.

All staff will be trained to use Google Docs effectively. We already have all staff trained on the WIN program for grades 8th thru 12th, this is currently used to assist with RTI instruction. Each district and school administrator will be trained in the district's process for successful implementation of the non-traditional instructional day. Each school principal/administrator will then meet with school certified staff to provide instructions on the step by step process for implementation as well as the expectations for the certified staff on days that the non-traditional instruction occurs and for expectations of staff for when students return to school. Follow up meetings with certified staff will occur as needed. Additionally, staff will be given the opportunity to share ideas, develop lessons and work with colleagues concerning this process during Professional Learning Committee meetings.

Blended instruction has been a part of our education system for some time. The vast majority of employees have embraced this method of instruction. Our district is also involved in the KVEC innovative ARI grant which focuses on blended learning. Each school sends a teacher leader to specific ARI trainings, this allows continued professional growth. This teacher then brings back the methods learned and trains other staff on how to implement into their classroom. We will use PLC time to plan and develop instructional activities involving the technology incorporation. The school's technology leader will also be available to assist in the implementation of blended learning. CITTS can and will also be used to develop meaning lesson plans to be used during the non-traditional school days. This will allow teachers to be grade and content specific with their lesson plans. We will aslo be able to use the technology resources available in CIITS.

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 concern for the safety of all personnel we will allow all stakeholders to not be physically present at school on these days. On non-traditional school days, certified staff will complete their contract obligations by completing a variety of duties. They will be asked to facilitate any questions, comments, or concerns via school email (which will be listed on school's web pages and also sent home). Certified staff will check email regularly throughout the day and respond to student questions in a timely fashion. Additionally, certified staff will run reports each day from the specified online program that he/she assigned lessons for the day and will analyze each student for understanding of the content. Teachers will record grades for that 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 the students have the materials and opportunity to complete the assignments once school resumes. School secretaries and 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 Google Docs. Upon direction of 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. If roads are safe enough to travel, classified staff members will report to schools to answer phone calls to assist in basic troubleshooting concerning the learning management system. Also with weather permitting, classified staff will be assigned to the school lab to monitor and assist students with online assignments during the non-traditional day.

Elementary Staff	**Middle School Staff**	**High School Staff**
Read and respond to student emails throughout the day.	Read and respond to student emails throughout the day.	Read and respond to student emails throughout the day.
Pose questions to students via electronic devices. For younger students, teachers will communicate via email, phone calls face time, etc. As work is sent in the teacher will start checking that work and providing feedback to students.	Teachers can pose high level questions through electronic devices and engage their students. They can use skype, face time, or email. Since teachers will be at home working they can score work electronically submitted immediately and provide valuable feedback.	Teacher and student will correspond all day as needed. They can use email, face time, skype, etc. Teachers will track their work daily as students complete and submit assignments. Teachers will be able to score immediately and return feedback to students, giving them an opportunity to redo work.

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.

School secretaries and 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 Google Docs. Upon direction of 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. If roads are safe enough to travel, classified staff members will report to schools to answer phone calls to assist in basic troubleshooting concerning the learning management system. Also with 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?

Information on student participation in non-traditional school days in Knott County will be collected in a variety of ways. First, all assignments will be graded by teachers and those grades posted to the learning management system. This will give teachers information as to who participated in the non-traditional day. Each of the assignments will include an assessment that the teachers will use to gauge student learning and understanding. The number of portal hits to this central website will be recorded and documented. Also specific school online program assignments will be given to supplement the specific skill addressed for the day that will aid in assessing student understanding of that skill. Teachers will analyze this data during PLCs and make necessary adjustments. Our district would expect that by using these days we will see a better flow of instruction throughout the entire school year. This blended method along with the use of non-traditional days will allow pacing to stay on track and should result in students progressing and not regressing. Once school resumes we should be able to just continue along with our normal pace without any re-teaching or lost time. Packet completion and score records will be maintained by the school.

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

Our district gather information on staff participation by utilizing sign in sheets for those who come to the schools, copies of email dialogue with students throughout the day, digital sign in to data management system, etc.

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 determined by the grade, class, subject and time of year. Teachers will keep electronic copies of work that is submitted to them by electronic devices. All written packets will be kept on file once graded and entered into the data management system. All assignments along with formative and summative assessments when relative will be kept on file.

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 make sure the lessons are in pace with their normal instructional day lessons and goals. After a non-traditional learning day we will use PLCs to review the lesson given and examine the learning results from that lesson. This would include how many students completed the assignment, what was the range of scores, how many students participated that day, etc. We will then make appropriate adjustments to make sure this instruction parallels that of a regular school day.

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.

Each Special Education teacher will ensure that a packet is developed for Non-Traditional Instructional days in accordance with individual student IEPs. The ARC will be involved in planning for and making decisions related to the participation and needs of each individual student with a disability during each annual review meeting. The Special Education teachers will also ensure the parent's have a means of contacting an assigned person for assistance on the specified days.

b. Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

Teachers will ensure that each English learner has a packet, and all the necessary resources, that are reflective of the needs specified in the Program Service Plan. Each English learner will also be assigned a contact person on the specified Non-Traditional Instructional days they can contact for any assistance related to understanding and completion of assignments.

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 Knott County School District will inform our community about the use of Non-Traditional school days through a variety of resources. We will use our district Facebook page, our all call system, Infinite Campus portal, local newspaper, and our local radio station. We will ask schools to take pictures of staff communication with electronic devices on those days and highlight some innovative exchanges between students and teachers on those days. We also have a local television station we can use.

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 Knott Co.
(school district)

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

Kimberly King 4/14/2015
Superintendent Date

Paul R. Combs 4/14/2015
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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