

**Non-Traditional Instruction Program
Application for Returning Districts
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. Based on experiences implementing a Non-Traditional Instruction plan in 2014-2015, what will the district change in order to improve the program for all its stakeholders (students, teachers, administrators, parents, community members, etc.) and grow in rigor and efficacy?

The district established a clear focus on rigor and efficacy during the implementation of Non-Traditional Instruction / Google Classroom Days within the 2014-2015 school year. Moving into the 2015-2016 school year, the district has continued to utilize Google Classroom and components of non-traditional instruction in classrooms and with homework assignments as components of the traditional program. This practice increases familiarity with the Google Classroom format for all stakeholders and establishes clear connections between innovative non-traditional instructional practices and traditional learning. The district will continue job-embedded professional development regarding blended learning, Google Classroom, Google Docs, etc. Likewise, the district will continue promotion of web-based/blended learning with parents, guardians, students, and the community. In an effort to overcome the barrier of Internet access for a number of families in the county, the district is aggressively pursuing grant and funding opportunities as part of its effort to move to a one-to-one (student to device) ratio and the district, in partnership with Johnson County Schools and Martin County Schools, is currently a finalist to potentially receive an AT&T Aspire Grant that would provide a 4G enabled device to all students in the district in grades 6-12.

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

The district successfully implemented monitoring protocols during the 2014-2015 Non-Traditional Instruction Days that compared student learning at the classroom, school, and district levels in terms demonstrated proficiency for students who participated in the Google Classroom (web-based) option to the students who participated in the more traditional hardcopy version of the learning activities/formative assessments to ensure equity in student success rates. Likewise, student data from non-traditional and traditional instruction days is maintained within Infinite Campus in terms of the grades assigned to the students' performance in relation to expected learning outcomes and will be monitored to ensure that student learning outcomes are paralleled at the classroom, school, and district levels. A formal process for the review and reporting of this data will be developed and implemented during the 2015-2016 school year. The initial review of non-traditional and traditional instruction data will occur in PLC meetings and be conducted by the teachers. Similar to the established monitoring protocols for ensuring the equity of Google Classroom and hardcopy student success rates, reports will be generated at the classroom, school, and district levels based on the data generated during the PLC reviews.

3. 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.

Individualized instructional supports for SWDs will be identified under the supplementary aids and services section of the IEP per individual ARC discussion and decisions regarding Non-Traditional Instruction Days. These instructional supports will be implemented in accordance with IEPs via collaboration between regular and special education teachers regarding accommodations to non-traditional instruction learning activities/formative assessments set in Google Classroom or via accommodations to hardcopies of learning materials as appropriate. The regular classroom teachers in accordance with IEPs may also facilitate the implementation of IEPs when appropriate and based on ARC recommendations. The implementation of IEPs is monitored closely by the District Director of Special Education, special education teachers, and regular education teachers.

- 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.

The district Gifted and Talented Coordinator and LEP Coordinator will work with schools and teachers to ensure that provisions are made within GSSPs and PSPs to address accommodations and differentiation as appropriate relevant to meeting the students' instructional/learning needs via Non-Traditional Instruction. The Gifted and Talented Coordinator and LEP Coordinator will monitor GSSPs and PSPs to ensure inclusion of Non-Traditional Instruction accommodations and differentiation within the plans and as part of the students' instruction/learning. In addition, the District Technology Coordinator will explore the potential of incorporating Google-based translation technology/capability into Google Classroom and other learning opportunities for LEP students.

4. 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 expand the utilization of multi-media/multiple medium communication platforms from the 2014-2015 implementation year to include a wide variety of communication outlets to ensure awareness concerning Non-Traditional Days and the instruction and learning occurring on those days. Real-time information regarding Non-Traditional Instruction will be provided via frequent Tweets and emails from the classroom teacher, school, and district levels. Students, parents, and guardians have the ability to establish two-way communication in real-time with teachers via Twitter and email; some will communicate over the phone as well. The district will utilize the district webpage and Infinite Campus Messenger automated calling and email system to keep the community informed regarding the latest information concerning Non-Traditional Instruction Days. Google Classroom will serve a central platform for communicating detailed information regarding the instruction and learning occurring during each Non-Traditional Instruction Day. Google Classroom provides a platform wherein students and parents can communicate directly with the teacher in real-time within the Google Classroom to ask questions and seek clarifications regarding learning activities. Hardcopies of the same learning activities will be made available to students, parents, and guardians during each Non-Traditional Instruction Day at each school site as an additional measure to ensure that all students and parents are informed of the instruction and learning that is occurring. Again, Students, parents, and guardians may contact the classroom teacher via telephone, email, Twitter, etc. to seek assistance with the hardcopy of learning activities.

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.

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.

Non-Traditional Instruction Plan

A Non-Traditional Instruction Plan is the process the district will use to deliver instruction outside the traditional methods of delivery/mode, time, and setting on school days that have been cancelled due to weather or other reasons. The purpose of the Non-Traditional Instruction Plan is to maintain academic continuity and reduce student learning loss..

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

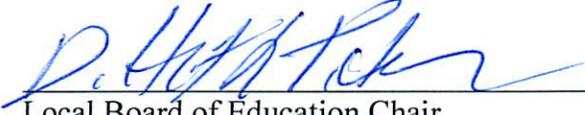
disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the Lawrence County
(school district)

Board of Education at a regular meeting of the Board on 5-18-15
(date)



Superintendent Date 5/18/15



Local Board of Education Chair Date 5-18-15

Terry Holliday, Commissioner of Education Date