



**LOGAN
COUNTY
SCHOOLS**

NON-TRADITIONAL INSTRUCTIONAL
DAY WAIVER APPLICATION

2015-2016 School Year

**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	<input type="text" value="Logan County"/>
Date	<input type="text" value="April 24, 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.

Historically, the Logan County School District closing due to inclement weather varies from missing only one instructional day (2011-2012; 2012-2013) to as many as 16 days (2013-2014). Through discussions with building administration, Logan County staff, as a whole, continues to believe the best instruction takes place within the traditional classroom. Therefore, since Logan County Schools implements a two-week fall and spring intersession/break, the Non-Traditional Instructional (NTI) days will not take effect until the District has missed in excess of 5 days due to inclement weather. The first five (5) days missed will be made-up during the first week of intercession (typically the first week of April). Appendix A provides a detailed flowchart of implementation of NTI days for Logan County. A District Committee will be assembled and include the Director of Pupil Personnel (DPP); teachers from grades K-3rd (primary), 4th – 5th (intermediate), 6th – 8th (middle), and 9th – 12th (secondary); and administrators. This committee will meet and/or correspond monthly throughout the school year to assist in monitoring the implementation of the NTI days.

Parents will be notified prior to the start of the 2015-2016 school year (i.e., during the summer or at the end of the 2014-2015 year) of the District's implementation of NTI days for the 2015-2016 school year. At the start of the school year, parents will receive a Parent

Notification (see Appendix B). Additionally, there are Public Service Announcements available on the District website, YouTube, and other social media sites. During August and September, parents will be instructed to select the best method for receiving instructional materials, either online or traditional paper packets. Starting with the 6th day missed, the District will implement NTI days through media notification (e.g., Facebook, radio, television news reporting, etc.). Students and/or parents will access the assignments via their requested method of delivery (for paper mode of delivery, a folder will be sent home prior to the impending weather). Content will be included for the areas of mathematics, language arts/English, and writing. Content will be designed by a team of teachers from all grade levels and be similar to what students are currently doing in the class, based upon curriculum maps/guides. Students will have access to teachers and staff during the dates schools are closed by contacting them via a student-friendly text messaging system (e.g., Remind), through Edmodo, phone “hotlines”, or email. Computers will also be available at each school site if students wish to utilize computer labs to complete the assignments. Moreover, parents and/or students may access and print the online assignments from home. For students and families without the ability to print, students may view the assignments online and complete the assignments on standard paper.

Within three days of returning to school, students will submit the completed assignments to their homeroom teachers. At such time, the teachers will collect the work and mark students’ names on a checklist as having the work completed and submitted. The checklist will be submitted to the DPP within 7 days of returning. The DPP will meet with the District Committee after the return to school to review the progress and completion rate.

It is imperative to note that the Logan County NTI days procedure is a “living” document that will continually be evaluated during the implementation phase in order to address and combat challenges or obstacles that could impede students’ abilities to be successful. The purpose of Logan County’s implementation of NTI days is to “bridge” learning during unintentional gaps caused by inclement weather. Therefore, for the success of the students and the program, the Committee must be involved continually throughout the implementation to ensure enriched student learning. Likewise, the Committee will seek input from various stakeholders, including but not limited to the following: teachers, classified staff, school administrators, parents, students, community partners, the Superintendent Teen Task Force, SBDM teams, etc.

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

The district office solicited feedback from each building principal, with the directive to engage in conversations with school staff, parents, students, etc. The principals sent their feedback to the Director of Pupil Personnel (DPP). Moreover, the DPP developed a survey that was distributed electronically through school distribution lists. Participants in the survey indicated their “role” with the District (i.e., parent/guardian, student, teacher, etc.). The survey garnered information regarding support for the initiative and computer and internet access. Preliminary statistics are indicated below; the complete survey results ($N = 526$) are included with the application (see Appendix C).

Value	Percent	Count
Parent/guardian of a child enrolled in the schools	68.4%	360
Student	3.6%	19
Teacher/Administrator	15.4%	81
School support staff (e.g., instructional assistant, receptionist, etc.)	9.7%	51
Community partner/member	0.4%	2
Other	2.5%	13
Total		526

Table 1. Participant's role with the District.

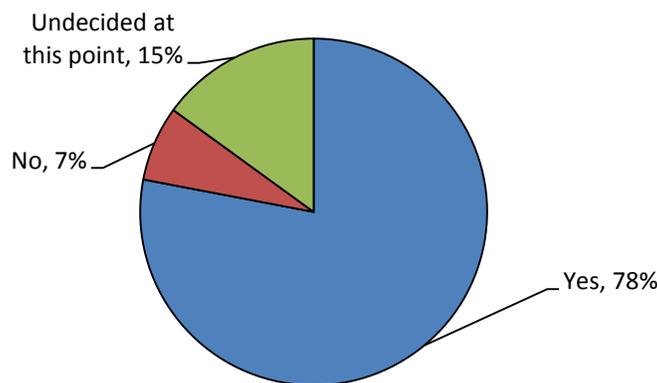


Figure 2. Participant's response to supporting the District's waiver for NTI Days.

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.

For the past several years, Logan County Schools has implemented digital learning as an approach for credit recovery, alternative education program, and home-hospital instruction. Since the inception of LEAP (Logan Education Alternative Program), students have used various digital platforms to complete required content. Initially, the District utilized NovelStars as the prime on-line program to serve in all three instructional areas. In 2013-2014, the District transitioned to PLATO. During this same year, the District launched LAVA (Logan Academy of Virtual Academics) that allowed for any student to take on-line courses taught and monitored by Logan County teachers. This program serves the needs of students in the alternative program and credit recovery, as well as students participating via home settings due to extenuating circumstances, such as medical situations or family commitments. The District has been successful in using LAVA as an alternative to students contemplating dropping out or has extenuating circumstances that inhibit their ability to regularly attend school. Through LAVA, multiple staff members play key roles in monitoring the implementation of the virtual program. Each content area is assigned a primary teacher that oversees the delivery of instruction, answers student questions, grades assignments. Additionally, one building administrator maintains regular contact with each student enrolled through the program, as well as the teachers. This administrator reviews student progress, makes contact with students and/or parents when students fall behind, and maintains records of student work and reflect completed work in Infinite Campus. Finally, a district administrator continually monitors the overall program by reviewing students' progress and engaging in open discussions with the building administrator on students' level of completion.

As with the District's inception of the LAVA and credit recovery programs, strict adherence to the Kentucky Digital Learning Guidelines was followed. Student assignments are aligned "in scope and sequence to the Kentucky approved academic standards" and reviewed by "a content appropriate, highly qualified teacher" for all online activities. Moreover, students have "access to a highly qualified teacher . . . for two-way communication, collaboration, questions and/or tutoring." The District Committee will "use data-driven processes to evaluate instructional delivery" in order to "regularly evaluate their assessment system."

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

At the start of the 2015-2016 school year, each parent/guardian will receive a letter explaining the process for Non-Traditional Instruction (see Supporting Evidence 1), as well as a survey on the method of receiving instruction for the household (i.e., on-line delivery, paper packets). The District shall maintain vigilant watch over the weather and when impending weather is approaching, the District shall make available packets for students requiring paper delivery of instruction. When school is canceled, the same material will be uploaded to the District website (sample instructional materials can be viewed at <http://www.logan.kyschools.us/olc/teacher.aspx?s=14>) that provides instruction in writing, math, and English/language arts to all grades (K-12). Additionally, there are preschool websites and activities available for children in early childhood programs. All students (excluding preschool) must submit their assignments to their homeroom teacher upon return to school.

- 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?

The District will use the SchoolPointe website to create a “teacher” account that will provide instructional materials to students with computer and Internet access. Additionally, the District will have teachers from each school to maintain Edmodo accounts to provide additional instructional resources to complement the assignments. Teachers will be responsible for a specific grade range: Primary (K-3), Intermediate (4-5), Middle (6-8), and Secondary (9-12). Through both learning platforms, students will have access to various resources in writing, math, and English/language arts that will be coordinated with a District curriculum guide for each month, January through April.

The District will provide public service announcements (PSA) prior to implementation (<https://youtu.be/bDJvQrII2ds>). By utilizing YouTube, parents and students will be provided information on accessing the content, informative tutorials for students, and other pertinent information students and parents need to make our program successful.

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

The same materials available via the websites will be sent home prior to the onset of inclement weather. Students requiring additional resources may continue to access Edmodo via a smartphone or tablet, if available. Additionally, teachers at each school will be available to communicate via school-friendly text or by phone conferencing. Assistance is available via email as well.

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 must have all assignments (on-line or pre-printed) turned in with their homeroom teacher within three (3) days of returning to school. Teachers will document the return rate of students' work by completing a checklist and submitting this to the District Committee for monthly review. The Committee will review the checklists and calculate a return rate for completed assignments. If the return rate is less than 95%¹, the NTI day will not count and the day will be made-up per the District's calendar make-up schedule.

¹The 95% completion rate is based upon the District's average daily attendance rate.

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

Committee partners will be invited to review student progress data, such as completion rates, assigned student work, etc. The Logan County Public Library and the Logan County Adult Education Center will be additional access points for students with accessibility to transportation. These students may meet at either location for computer access and/or assistance from a teacher on-site. Throughout the implementation of NTI days within the District, the Committee will continually monitor the status and seek additional community access points. This will provided opportunities for students to access instructional materials throughout various locations within the community, such as local manufacturing centers or businesses.

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 current online teachers receive annual update training through the Director of Pupil Personnel on navigating the learning management system, modifying content (i.e., adding additional assignments, resources, etc.). The District will employ a team approach to the Non-Traditional Instructional days by having 1 teacher per grade range (e.g., primary, intermediate, middle, and secondary), plus one administrator from each building. Each team member will be responsible for viewing specific content designated by the Team Leader in regards to prescribed content areas (i.e., language arts/English, math, and writing).

The District Committee members will meet within their PLC's at their respective schools. The Committee members will solicit feedback from the teachers on instructional materials, resources, and assessments to which students must complete for the months of January through March. Likewise, within the PLC's the Committee member will review the NTI day plan and provide individualized professional learning opportunities to assist teachers and staff through the development of the instructional materials. The District has provided the following PD opportunities for the current school year, and will continue to address the same topics for the 2015-2016 school year:

1. **Using Engaging Technology in the MS/HS Classroom**
 - Using technology tools such as Edmodo, ePals, & Skype to make learning more engaging for students
2. **Flipped Learning**
 - Opportunities for staff to personalize learning for students
3. **Continuous Instructional Improvement Technology System (CIITS)**
 - Throughout the development months, teachers will be directed to view instructional resources and professional development activities to assist in developing an on-line and non-traditional learning system, such as "Virtual and Hybrid Learning"

Additionally, the district will employ the following additional learning platforms to assist the District Committee, PLC's, and other staff prior to and throughout the duration of the NTI days development and implementation (this list is not all-inclusive, and additional resources will be reviewed and added throughout the year as needed):

1. **Thinkfinity**
2. **The KY Learning Depot**
3. **HippoCampus**
4. **Discovery Education**
5. **PBS LearningMedia**

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.).

For those with accessibility to the schools, certified staff will provide technical and instructional support via the hotlines at school or responding to student or parent's text messages. Certified staff unable to travel may provide support from home through their own Edmodo accounts, answering emails, or responding to text messages. Teachers working from home will complete a Daily Response Form (see Appendix D) that will document each email, text, or Edmodo response, along with a screenshot of each response.

Certified staff may include general education or special education teachers, school guidance counselor, media specialist, assistant principal, or principal. The following job roles and responsibilities are delegated to certified staff:

- **Learning Management Facilitator**
 - Staff member will monitor supplementary internet/on-line learning platforms, including but not limited to Edmodo, school email, Remind text system.
- **“Hotline” Facilitator**
 - Staff member will use school phone communication system to communicate with parents and/or students
- **School Facilitator**
 - Staff member will be available at the school to provide one-one-one assistance to students
- **Community Facilitator**
 - Staff member will be available at designated community locations (e.g., public library) to provide assistance to students and/or parents.

- 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.

Classified staff will be available at the schools to operate and monitor the computer labs. Additionally, classified staff will be stationed within the community (e.g., Logan County Public Library, Adult Education Center, etc.) to provide access points students and/or parents can visit for one-on-one assistance or pick up/print assignment packets. Each principal will maintain a sign-in sheet for classified staff working at the schools. The DPP will monitor community access points. Classified staff not able to work during snow days will be required to make-up days at the end of the school year by participating in school-assigned professional development.

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

Upon the third (3rd) day back to the school, homeroom teachers will collect the completed work from students, which will include both online and traditional delivery of assignments. Teachers will complete a checklist of completed and submitted assignments.

Within ten (10) days upon return to school, the teachers will submit the checklist to the District Committee and the DPP. Completion rates will be calculated and communicated to the school principal and the Superintendent. A completion rate of less than 95% will result in the day being made-up based upon the District calendar schedule. This information will be communicated to students and parents. The Parent Letter (see Appendix C) communicates the required 95% completion rate in order for the day to be counted as a NTI day.

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

Daily Response Forms (see Appendix D) will be used to monitor staff participation. Both classified and certified staff will complete the forms for each day they participate during an NTI day. On these days, staff will mark their role, the number of students and/or parents assisted, and maintain a detailed list of work completed (e.g., copies of emails or Remind texts, listing of student contacts, etc.). The forms will be submitted to the principals prior to submitting the DPP. The DPP will compile the number of staff worked, the number of emails or texts to which they responded, the number of phone calls received, and the number of hours worked. This data will be compiled for reporting to the staff and community stakeholders. Additionally, this information will be made public following each NTI break period.

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.)

The learning outcomes are based upon the teaching objectives for each grade level. Each student will be required to complete daily assignments in each of the three (3) content areas: language arts/English, math, and writing. Teachers will collect the material from students and use the assignments to monitor student comprehension of the common core learning objectives communicated through the assignments. Each assignment is linked to the current classroom activities students should be doing in the traditional classroom. Therefore, the NTI assignments are an extension to the traditional classroom learning. Teachers will use the assignments as a progress tool to assess students' depth of knowledge pertaining to the current assignments.

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

The District Committee will include teachers to represent the four grade levels: primary (K-3), intermediate (4-5), middle (6-8), and secondary (9-12). Based upon the curriculum maps and pacing guides, the teachers will assemble learning materials and assignments that will mimic the curriculum maps and the current classroom learning in the areas of language arts/English, mathematics, and writing.

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.

Assignments for students with disabilities will be assembled by the students' case manager and provided to their respective students prior to inclement weather. The assignments will be similar to assignments for students without disabilities; however, the case manager will ensure the student's accommodations and modifications. All students with disabilities will receive the traditional paper packets. Since students with IEP's receive individualized specially designed instruction, students with IEP's cannot receive their assignments via the online management system; therefore, the students will each receive individualized assignments that meet their needs and learning abilities from their case management or special education teacher.

- 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 Committee will provide assignments in Spanish for students identified as ELL. Additionally, the Committee will request assistance from the Interpreter to ensure instructions on all parent/student correspondence is provided in Spanish.

Students identified with GSSP will be provided supplementary instructional materials in reading or math that provide extensions to the assignments assigned to all students. The supplementary assignments, while not required, may be completed by all students. The supplementary materials will be available in both formats (i.e., digital or traditional paper), and students will be allowed to select from various activities, such as select a grade-level book to read and complete an activity.

- 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 DPP will collect information (i.e., completion rates, text requests, hotline calls, etc.) from each school. Upon review of the data with the District Committee via email, the DPP will provide a “snapshot” of the NTI days via the District website. Additionally, the District will communicate the results through local media sources, including the newspaper, school Facebook, etc.

The District Committee will periodically communicate during the winter months (i.e., January, February, March) during the implementation of NTI days. Through email correspondence, the Committee will discuss obstacles/concerns, document these for open discussion during the monthly face-to-face meetings, and formulate resolutions to combat any future challenges. Additionally, the District Committee members will provide school-level “snapshot” data for teachers to review and initiate conversation with teachers and staff on any observed challenges. The intent is to solicit feedback on methods to improve the NTI days implementation process.

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.

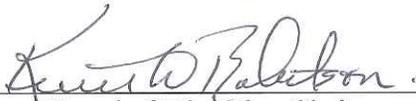
We certify that this application was reviewed and approved by the Logan County Schools Board of Education at a regular meeting of the Board on April 21, 2015.



Superintendent

4-21-15

Date



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:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601

Appendix A

Process for Non-Traditional School Day Implementation

August 2015
Develop District Committee of teachers and classified staff from four grade levels (Primary, Intermediate, Middle, Secondary). Included on the Committee will be the DPP/Director of Special Education and school-level administration.

August - November 2015
District Committee will develop Curriculum Guides. The Guides will include specific instructional activities for January, February, & March. Focus will be on reading, writing, & math

September 2015
Parent information will be distributed on the process, including accessing the assignments, and texting and hotline options available to parents and students for assistance.

September 2015
Schools will survey parents (Parent-Teacher Conferences) on the most favorable delivery of instruction: on-line or traditional (i.e., paper packets)

January - March 2016
Students' completed work will be collected by the students' homeroom teachers upon their return. Teachers will document when work has been submitted. Students who did not submit the work with the allotted timeframe will be provided a 2nd copy for completion.

January 2016
After the District has missed 5 days, the District may choose to implement the first Non-Traditional Instructional Day starting with the 6th missed day. Parents will be notified via current media to implement NTI.

December 2015
Each school will assemble NTI folders/envelopes of printed instructional activities. The packets will be distributed to classroom teachers with students' names on the folders/envelopes

November - December 2015
District Committee will provide digital copies of the January through March activities. The DPP will upload the materials to the District website (Non-Traditional Instruction Days)

January - March 2016
Each School will report the completion rate per grade, number of hotline calls answered, etc. to the DPP. The DPP will convey the results to the District Committee to review refinement for the process.

January - March 2015
The DPP will convey the data results to the District Committee via email. Following the review, the data will be provided for public view via the District website, school Facebook, and other sources of public media.

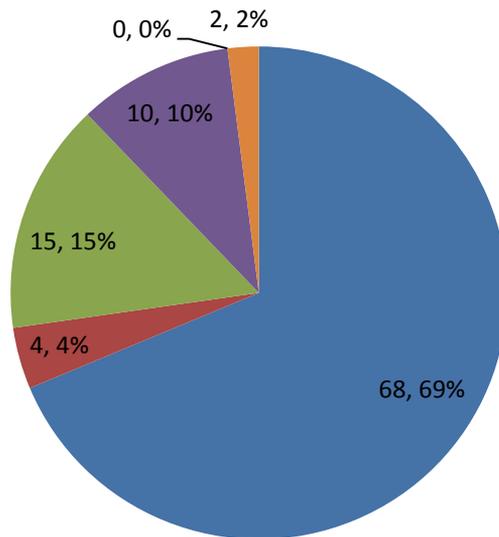
March - April 2015
The District Committee will meet to review data (e.g., completion rate, barriers, work schedules, etc.)

Appendix B
Survey Results

New Summary Report - 20 April 2015

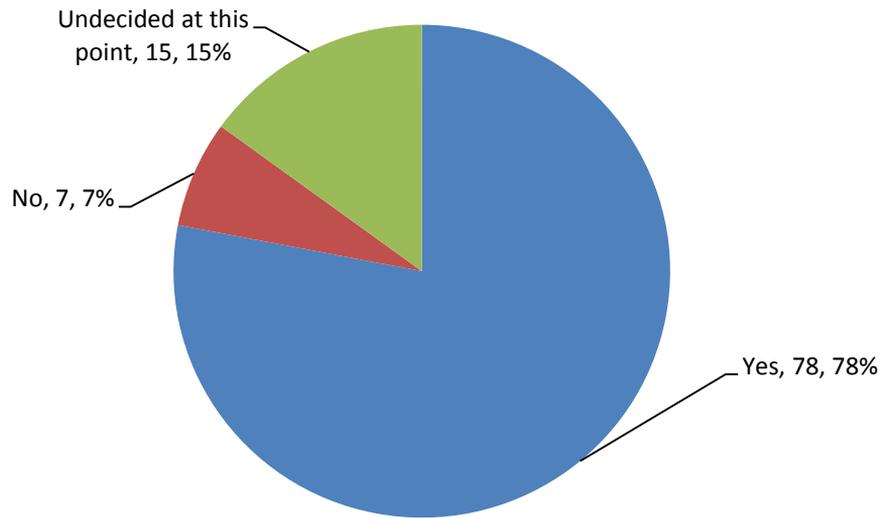
Survey: Non-Traditional Instructional Days

1. What is your role in regards to Logan County Schools



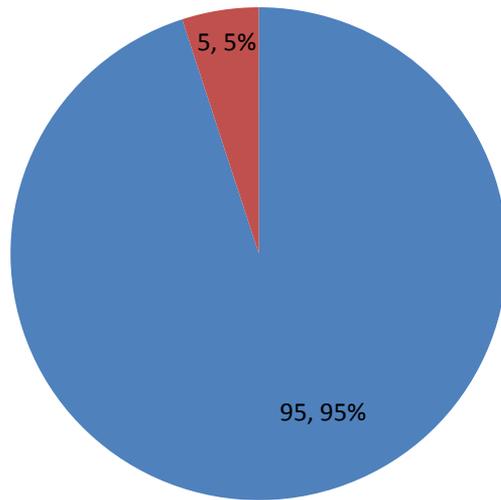
Value	Percent	Count
Parent/guardian of a child enrolled in the schools	68.4%	360
Student	3.6%	19
Teacher/Administrator	15.4%	81
School support staff (e.g., instructional assistant, receptionist, etc.)	9.7%	51
Community partner/member	0.4%	2
Other	2.5%	13
Total		526

2. Are you in favor of Logan County Schools applying for Non-Traditional Instruction Days?



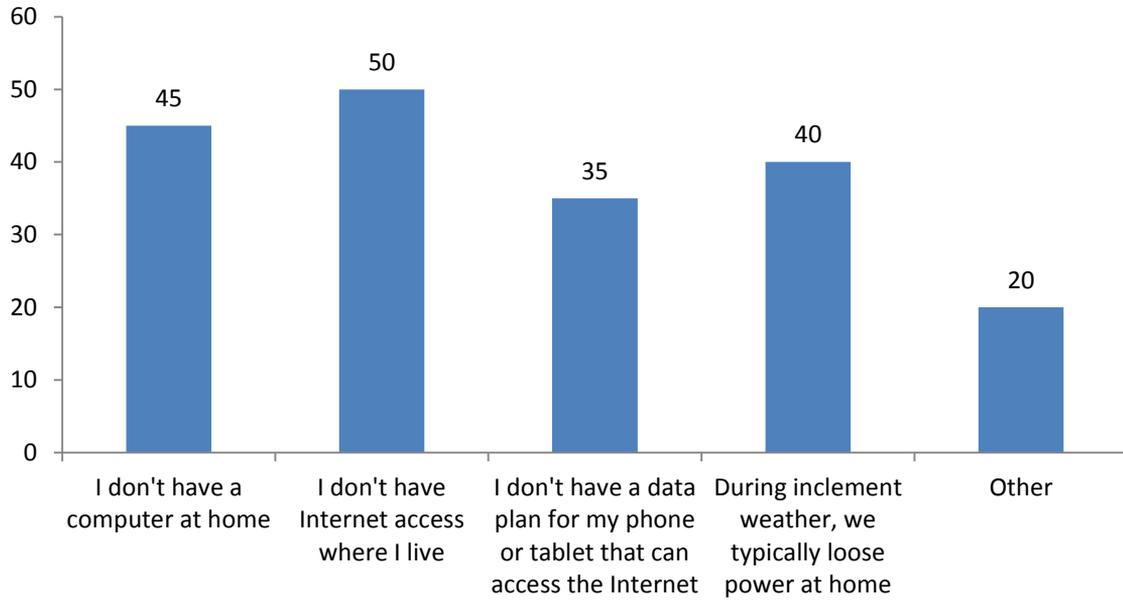
Value	Percent	Count
Yes	78.1%	411
No	7.2%	38
Undecided at this point	14.6%	77
Total		526

3. Would you be able to access the on-line assignments on a daily basis for each day students miss due to inclement weather?



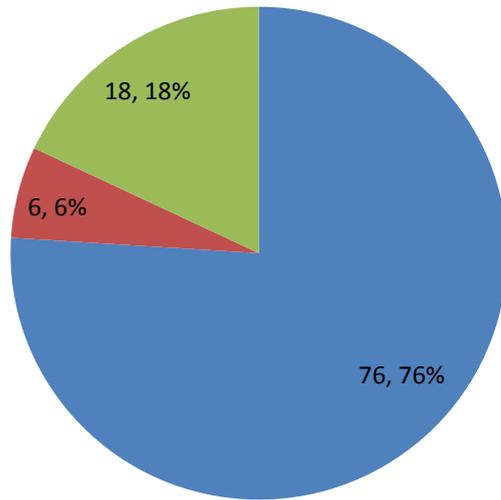
Value	Percent	Count
Yes	94.7%	359
No	5.3%	20
Total		379

4. What would keep you from accessing the assignments each day? (check all that apply)



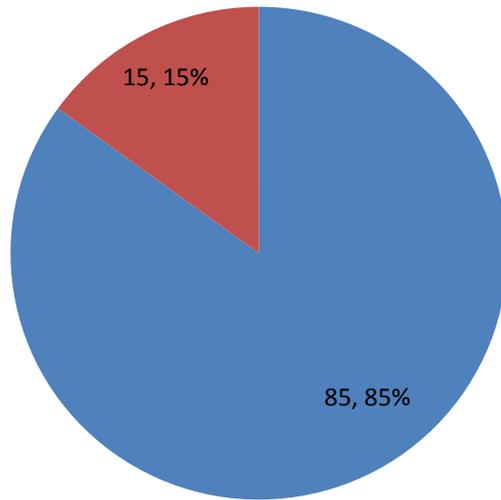
Value	Percent	Count
I don't have a computer at home	45.0%	9
I don't have Internet access where I live	50.0%	10
I don't have a data plan for my phone or tablet that can access the Internet	35.0%	7
During inclement weather, we typically lose power at home	40.0%	8
Other	20.0%	4
Total		20

5. Would you be able to download and/or print assignments for your child at home or work?



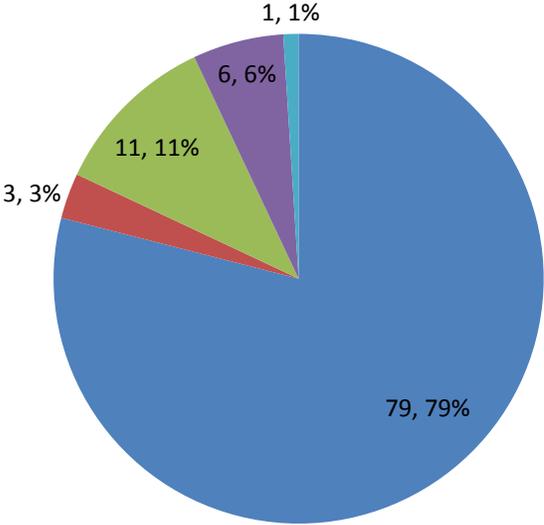
Value	Percent	Count
Yes	75.7%	287
No	6.1%	23
I can access the assignments, but I do not have a printer	18.2%	69
Total		379

6. Would you prefer to have printed work sent home with the student prior to missed days?



Value	Percent	Count
Yes	84.8%	78
No	15.2%	14
Total		92

7. What type of device would you or your child access the on-line classroom and/or assignments?



Value	Percent	Count
Computer at home	78.7%	295
Computer at a different location (e.g., neighbor, library, work, etc.)	2.9%	11
iPad, Kindle, or other tablet	10.9%	41
Smartphone	6.1%	23
Other	1.3%	5
Total		375

Appendix C
Parent/Guardian Communication



IMPORTANT POINTS TO REMEMBER

- Look for the Non-Traditional link on the District's website: <http://www.logan.kyschools.us/>
- Students will have 3 days after returning to submit assignments to their teacher
- If participation is low on completed assignments (i.e., less than 95%), the missed day will be made-up
- For help with assignments during missed days, students or parents may use the school "hotline" or text for assistance

Non-Traditional Instruction Days



Logan County Schools has been granted a waiver to use non-traditional instruction for days missed due to inclement weather or other emergencies. This opportunity allows students to continue learning outside the traditional classroom. This information newsletter explains the process and how to access your child's assignments.

HOW TO ACCESS

- I. Parents will receive a survey in September requesting how they wish to access the assignments (e.g., online for download and printing OR paper packets sent home prior to severe weather) when school is canceled due to inclement weather
- II. Students and/or parents will be notified of school cancellation by the Superintendent via radio, television (WBKO, WSMV), or Facebook. If it is announced as a NTI Day, this will notify you to access your assignments, either on-line or look in your child's backpack for the NTI folder/envelop.
- III. The assignments will include materials for language arts, math, and writing. Please note the dates for the assignments; you will receive assignments for multiple days. Only complete the assignments corresponding with each day school is closed due to weather.
- IV. Students will return all completed work to their homeroom teacher within three (3) days of returning to school.
- V. Students needing assistance with assignments should contact their school "hotline" or use the text messaging system available to the right. Students and/or parents may email teachers for additional clarification or assistance.
- VI. Most importantly, for the day to count as a NTI day and not be made-up, the assignments must be completed and returned within the 3-day deadline. If not, the day will be made-up at the end of the year.

IMPORTANT CONTACT INFO

Adairville Hotline	270-539-7711
Auburn Hotline	270-542-4181
Chandlers Hotline	270-542-4139
Lewisburg Hotline	270-755-4823
Olmstead Hotline	270-726-3811
Logan County High School Hotline	270-726-8454

TEXT CODES

Please enter the code from your below for your school. This service is only monitored and available during NTI days. See below to sign-up.



Type 81010 in the TO line of your text message

The message of the text should have one of the following codes:

Adairville: @adv
 Auburn: @aub
 Chandlers: @chan
 Lewisburg: @low
 Olmstead: @olm
 LCS: @lchs

Appendix D
Daily Response Form

