

**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	Madison County Schools
Date	4/10/15

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.

The Madison County School District is a district that will always put students first. The district plans to use its current learning management systems, along with other digital resources to combat lost instructional time due to poor weather conditions or any other emergency that may occur. The district is already using technology as an integral part of the learning process and would like to expand this to all students for times when school is canceled due to inclement weather and unavoidable time away from physical classrooms. 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. We must be ready to provide students with educational opportunities where learning can occur “anytime/anywhere” if we truly want to help each student achieve.

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

Our blended learning approach to instruction is not a cookie cutter approach. Blended learning is a hybrid educational vehicle that is different room to room depending on the needs of the students. This student-centered approach that effectively uses various delivery models in an interactive learning environment transforms to the anytime/anywhere learning that is needed. Most of our staff has utilized the technological resources available to them and use it as part of their regular instruction. Our schools are capable of creating a non-traditional instruction plan when the need occurs. The use of a pilot non-instructional day has been used with some of our elementary schools and also our high school teachers used Facebook, Twitter and other media avenues to make sure that students were still keeping up with the curriculum by posting course work on social media sites or through Edmodo. To prepare students, staff, parents, and community for the possibility of these nontraditional instructional days, the District will communicate the plan on the website and information via social media.

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.

Fortunately, the leadership of Madison County Schools is committed to moving ahead and thinking outside of the box. Through this forward thinking, we already have numerous avenues in place that will make creating a non-traditional plan easy for staff and students. Teachers have always been encouraged to use technology to increase learning in and out of the school setting. For the past several years, the district has embraced BYOD (bring your own device) policy, openly using social media, and all of our buildings have Wi-Fi available to all.

Our technology department works directly with the Kentucky Department of Education to ensure our ability to meet the district needs through bandwidth and infrastructure for digital learning. The district technology integration specialist has worked with teachers, tech teams, and library media specialist to create a large repertoire of effective non-traditional strategies to promote student learning throughout the district. Evidence of strong capacity is not lacking in Madison County. The district has in-house technical and instructional staff to support this initiative and address any issue that may arise.

For several years, the district, has used various learning platforms that can easily be used with the non-traditional plan, Edmodo is a prime example. Looking at the analytics for Edmodo shows just a fraction of evidence the district can supply to show our capacity for a non-traditional plan.

Edmodo from August 2014 –March 2015:

27, 515 visits 6,183 post 3,963 assignment turn-ins by students

Edmodo last school year from August 2013 – June 2014:

50,653 visits 8,202 post 15,292 assignment turn-ins by students

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

Madison County Schools has several learning management systems in place that staff will use to manage the non-traditional program. All of the current platforms include elements that focus on student participation monitoring and student growth. Edmodo is a learning management system that allows teachers to connect with students. Online Teacher Classrooms are available to every teacher in our district. Madison County Schools' website is housed by School Pointe. School Pointe offers each teacher an online classroom allowing for teachers to blog with students, post assignments, news and create links. Microsoft Office 365 also opens another avenue for this venture. With OneNote, students and teachers can work in real time with online documents, no more emailing back and forth. Another feature is all of our teachers have Microsoft Lync. Through Lync, teachers and students could share desktops and demonstrate how to work out a problem or remote to the others desktop to point out where the mistake was so it could be corrected. The possibilities are endless. Edgenuity offers a complete catalogue of courses that offers differentiated instruction for students. Edgenuity allows for measuring and monitoring student progress and achievement in real time. This helps the teacher know if the students truly understanding the course materials. Currently Edgenuity is used in our district for initial credit and credit recovery.

- 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 is currently utilizing and implementing web base learning packages that can be used as well for the non-traditional plan. Here are some of the things Madison will implement as well: **Dreambox learning** - math software that adapts to the individual learner and personalizes instructions from intervention to enrichment. **Reading Eggs** - reading software that adapts to the individual learner so that each child can progress at their own level and monitors student progress. **Moby Max** - is an adaptive math and reading curriculum that creates a unique, individualized education plan for each student. Moby pinpoints areas of mastery and targets areas where help is needed, so students do not waste time practicing material they already have mastered. **Power my learning** - is gamify learning that personalizes instruction aligned to the common core. Power my learning allows parent access to the reports to watch student activity. Other online resources are: **Study Island, Khan Academy, Skills Tutor, Reading Plus, Schoology, iCourse Creation, IXL, Compass Learning.**

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

Students who do not have access to the internet will be given an assignment packet prior to the threat of any inclement days. Teachers will have packets prepared and distributed to identified students no later than a date to be determined by administration.

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 will have the options for accessing and completing work assigned on non-traditional instructional days. Most students will complete work at home, accessing assignments through an online management system or teacher webpage. For students without access at home, another option will be to go to their school or a community location to complete the work online. A third option will be to obtain paper/pencil versions of the assignments from the school or access from the community locations. The schools will provide a list of community locations with wifi access to students. Schools will have instructions and information about accessing assignments available at these sites.

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

The community piece is an important piece for all of this to work. As stated above, communication from all stakeholders is a must for this to work for all students! Allowing students to be allowed to utilize community locations will ease the burden for students who do not have internet access from their home. Locations in the community will be clearly communicated to students and families through the district's usual mediums (newspaper, flyers, One Call, Infinite Campus Portal, websites, and social media).

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.

Teachers in Madison County Schools were trained when schools began using the learning management systems currently in place. Building representatives have been and will continue to be trained to use the above mentioned LMS programs and learning platforms. LMS providers coordinate the training on their products. Each school has staff members who serve as points of contact with particular learning management systems. District staff will provide annual training on how to use the different platforms, such as Edmodo, to set up webpages.

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.).

When non-traditional student days occur, all teachers will be expected to maintain electronic office hours that are previously determined by the district. During electronic office hours, teachers will be available to help students online or by phone. Students will be able to reach teachers through e-mail, 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 real-time feedback to students who can begin revisions.

In addition to electronic availability, some teachers may be assigned to physically occupy help centers at schools or community locations. It is likely that teachers would rotate these duties. For teachers or students, travel to school or community locations will depend on the severity of the weather or other circumstance. Each school will be required to develop a plan with staff assignments in the fall of 2015 before any non-traditional instruction days are used.

- 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.

The administrator of each building will devise a plan for classified staff members when a non-instructional day arises. The criteria may be different for each school so the expectations may also be different for each school in the district.

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

Student engagement in the work assigned on non-traditional instruction days will be analyzed on different levels. First, teachers will look at task completion to answer the questions, "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. All of the learning management platforms the district uses monitor student access and time on task. The platforms also track student progress and depend on teacher interaction at critical stages to ensure student work is meaningful and on track.

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

Every staff member will be required to login and show how much time is spent on the different LMS and will also be required to keep documentation on how they have been involved with students during the non-instruction day and reflect on what worked or what the district can do to improve.

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.)

Student engagement and task completion will be monitored using the functions built into the learning management platforms. All of the LMPs in place in the district track student participation and most track assignment completion. Teachers will be able to see how much time students spent on the tasks and when the work was completed.

Students will be expected to participate and engage in the online work and, if at all possible, complete the assignments for each non-traditional instruction day. In case students struggle, teachers will provide additional help and support throughout the day. 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. In the case of paper/pencil assignments, students will be expected to hand those assignments in upon return to the traditional instructional day.

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

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 the standards. The learning targets will be measured using a variety of formative assessments.

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.

To ensure implementation of IEP for students with disabilities on non-instructional school days, Madison County Schools will put into place the following procedures: ARC will determine the appropriate curriculum/accommodations for individual students to utilize on non-traditional instruction days. The ARC will select the appropriate options for each student.

- 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.

Based on the area of identification of gifted and talented, teachers will identify the most appropriate learning platforms to address individual student needs for non-traditional instruction days.

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.)

To prepare students, staff, parents, and community for the occurrence of non-traditional instructional days, the district will communicate the plan on its website and additional information through social media. When a non-traditional instruction day is used, information about access locations in the community will be clearly communicated through traditional methods already utilized by the district.

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

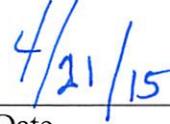
A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, 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 Madison Co Schools
(school district)

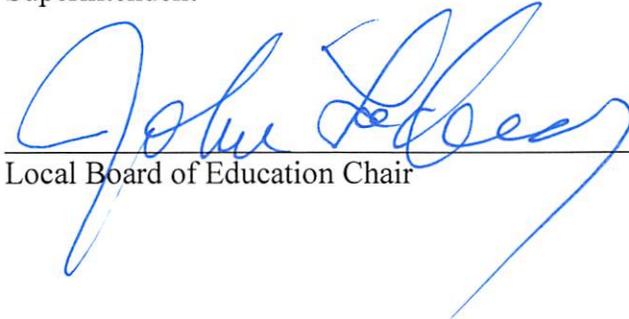
Board of Education at a regular meeting of the Board on April 16, 2015
(date)



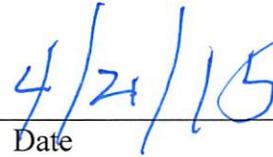
Superintendent



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:

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