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 Marion County

Date April 30, 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.

a. Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

1. As one of Kentucky's proficient school districts, Marion County Public Schools is committed to ensuring ALL students graduate college and/or career ready with a robust skill set enabling them to achieve their dreams. Research supports the district's notion that opportunities for teaching and learning should remain continuous. An extensive after-school program including a Summer Dream Academy offers classes throughout the summer months as well as during extended breaks. In the event of extreme inclement weather, MCPS would like to expand its efforts with the non-traditional school day. This initiative is supported by favorable survey results as well as input provided by a special committee comprised of students, parents, teachers, administrators, and community stakeholders.

During the first semester of the 2015-16 academic year, individual schools will develop standards-based assignments aligned to existing curriculum maps/pacing guides. Professional development over the last few years has focused heavily on curriculum alignment with the new common core resulting in district-wide documents enabling students across the district to experience a contiguous curriculum. This will prove beneficial for developing materials and resources for the non-traditional school day. Additionally, each school will host a "Getting Ready" night for families to learn how to access materials, seek guidance, and use the digital platform(s) available for students to complete assignments. Resources explaining the process will also be distributed to students and placed on the district's webpage.

Available digital platforms include Office 365, Skype for Business, email (grades 4-12), COMPASS Learning, Accelerated Reader, and cloud-based resources. The district is also interested in developing units of study via Blackboard or a similar learning management system.

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

With three neighboring districts finding success with the non-traditional school day, the program has been discussed throughout the year in individual schools as well as by board of education members. A recent community-wide survey yielded favorable results for this initiative across the board: 63.64% of students, 76.42% of parents, 75.81% of teachers, and 73.08% of classified staff members. Next, a special committee was invited to brainstorm about the process. Sixteen individuals representing students, teachers, parents, school administrators, and community stakeholders were present. A student and parent from a neighboring district presently utilizing the non-traditional school day were also present. They offered valuable insight and suggestions to the group. The results of this planning session were shared with the district leadership team as well as board of education members resulting in this application.

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.

As early as 2008, MCPS was exploring the availability of non-traditional methods. It was actually one of seven school districts selected to participate in the Bell South grant through the Kentucky Department of Education. This marked the beginning of blended learning environments in Marion County classrooms. The district also employs an integration specialist who serves as a resource for teachers to embed this concept as well as technical assistance for utilizing existing technology. Other district efforts include recording lessons on iPods for exceptional education students, distance learning courses for high school students, teacher websites already being used to deliver digital content, Accellus for on-line content recovery, and a two-year initiative with COMPASS Learning for grades K-12. COMPASS learning has been instrumental in helping teachers create standards-based pathways in conjunction with data collected from the Measure of Academic Progress (MAP) assessment given three times each year.

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

At the beginning of the academic year, families will complete a survey/contract to determine the additional resources required to complete a non-traditional school day including the need for Wi-Fi access, computers, or printed materials. This will assist the district in ensuring that students have all the resources in place to meet individual needs. By December 1, 2015, each district school will host a "Getting Ready" night that provides instruction on the process including "how-to" sessions on digital platforms and how families can communicate with

teachers (e.g., email, phone, Skype, etc.). On this date, students will also gain digital access to their first lesson. Printed materials will also be available. Lessons may consist of standards-based, stand-alone assignments as well as those that provide enrichment and/or extension activities connected to the existing curriculum. Special attention will be given to differentiating content for special populations.

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?

Currently, COMPASS Learning is the primary digital platform. Teachers can use COMPASS to create a system of standards-based lessons in folders for students to complete via the Internet. Additionally, students may also utilize the other tools already in place to complete assignments (i.e., Office 365, Skype for Business, email, Accelerated Reader, and other cloud-based resources. Of prime importance shall be the use of equitable instructional materials.

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

Printed copies of lessons will be used only in the event that students cannot access a digital platform. Regardless, all assignments will use equitable instructional materials.

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?

The district will make every effort to make existing technology and/or Wi-Fi access available to students. The beginning-of-the-year survey will identify the special needs of families and assist with the scope of supports needed when students return to school. This is a work in progress and this school community is committed to creating an equitable non-traditional opportunity for families. In fact, the district's strategic planning summit last month included a discussion by state and local government officials to make improvements to the community's infrastructure. All pledged to work on the issue and a timeline has been created to make needed improvements.

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

As safety permits, the Adult Education Center located in downtown Lebanon will remain open. The center warehouses various outreach programs including adult GED and community education classes offering 30 computers, along with iPads and Wi-Fi access for student use. This location already offers extended hours of operation four days per week by staying open until 5:30 p.m. for students needing to work on assignments. Staff members are adept at utilizing digital platforms and can assist with special circumstances.

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 members have been trained on COMPASS Learning for two years along with embedded professional learning experiences specifically geared toward setting up pathways. The district also has six instructional coaches and a technology integration specialist available daily for consultation as teachers develop lessons.

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.).

1. A log of all hours worked shall be presented to an employee's immediate supervisor.
2. Immediate supervisors may work with individuals to develop an alternate plan if staff availability does not fit the plan below.

Certified Teachers	Administrators
*Maintain a physical presence between the hours of 8:16 a.m. – 12:00 p.m. and 1 p.m. – 3:02 p.m. *Be available to provide student supports and feedback via two-way communication (Internet, phone) *Provide timely feedback for all completed lessons. *Work on future non-traditional school day lessons to ensure up-to-date information is available online.	*Support, monitor, and answer questions from classroom teachers as they assist their students and work on future non-traditional lessons. *Monitor the content being delivered, just as they would during a regular school day. *Coordinate the work of classified employees in their buildings. *Collect and organize teacher work logs (and other documentation required) for the non-traditional school day.
All ECE and Special Programs teachers	
* Maintain a physical presence between the hours of 8:16 a.m. – 12:00 p.m. and 1 p.m. – 3:02 p.m. *Facilitate supports and interventions through consultation with classroom teachers working with caseload students. *Be available to provide student supports and feedback via two-way communication (Internet, phone) *Provide timely feedback for all completed lessons. *Work on future non-traditional school day lessons to ensure up-to-date information is available online.	

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.

1. A log of all hours worked shall be presented to an employee's immediate supervisor.
2. Immediate supervisors may work with individuals to develop an alternate plan if staff availability does not fit the plan below.

With the permission of immediate supervisors, all classified staff members shall report to their assigned work site and fulfill contractual obligations as assigned by their immediate supervisor and/or building principal.

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

The district will collect a report from each school outlining the participation level of students which includes the methods of completion. Additionally, the district will continue to utilize Survey Monkey to collect feedback about the non-traditional school day. It will also be an item for discussion at the district's Spring Summit presently scheduled for April 12, 2016. This year's event attracted over 150 stakeholders and the non-traditional school day was one of the ideas that surfaced, once again, as a need in our district. Throughout this process stakeholders will be encouraged to report what worked and what did not work. This information will prove critical as MCPS considers adjustments.

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

Staff will complete a School Data Collection log for their immediate supervisor which will serve as a means of accountability and an additional data source as the district grows with this initiative. Included will be a record of the number of students who used technology, the number of students who used printed materials, the quality of the work completed, and the number of individual contacts that were made (via Internet or phone), and any other pertinent information as deemed necessary as the district develops this program further.

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.)

MCPS strives to provide a seamless teaching and learning experience by in the event of extreme inclement weather resulting in multiple missed days of school. When the school year is extended due to missed instructional days, it does affect the amount of time students and teachers have to adequately cover the mandated content. When numerous days are missed, re-teaching is often required with the interruption of delivery. Other courses, like Advanced Placement, actually lose precious days as the AP exam date, for example, does not get extended due to inclement weather. It should be noted that the ACT testing dates do not

change either. The same learning outcomes that are expected from during a traditional learning day apply. District standards-based common assessments are in place that monitors student mastery through formative and summative assessments will continue. Teacher feedback on all work completed is expected in a timely manner. It should also be noted that digital platforms (Acellus, COMPASS Learning, other cloud-based platforms) track student usage and, in some cases, provides immediate feedback.

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

It should be noted that all references to student work in this application are standards-based lessons. That means, all work shall be aligned with the prescribed curriculum as either a stand-alone lesson, review for a culminating event, or serve as enrichment/extension of classroom content. Work, when necessary, shall be differentiated to student needs as if school were in session. Lessons will be reviewed and monitored for feedback from immediate supervisors.

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.

ECE teachers and staff will continue to differentiate instruction as usual. ARC meetings, especially the annual review, will address work assigned and completed by students to determine if individual needs are met and consider adjustments for the future. Each ECE Case Manager will be available to assist families on the non-traditional day (by phone or email) making sure that all accommodations (including extended time) are provided just as they would occur during a traditional school day.

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's ELL and Gifted and Talented coordinators continuously consult with teachers and students to ensure student work is differentiated. Those teachers will be available to families and teachers by phone and email to assist students on their caseloads. Both student groups already receive and use information via a digital platform. The district also partners with Campbellsville University to provide bi-lingual volunteers from their International Studies Program who will be available two afternoons per week to assist with lesson completion. All program and student services plans require continuous differentiation.

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.)

MCPS will continue to utilize Facebook, a district website, and One-Call Now. In addition to the aforementioned "Getting Ready" events, the district will continue using the local media (i.e., newspaper advertising, a regular superintendent's interview that airs on local radio, and student generated radio spots) to share information. Program fliers will also go home in weekly elementary folders. Other existing opportunities to share information include the Backpack Program, Back-to-School/Orientation events, 21st Century/Migrant Parent Advisory Council meetings, and the high school Jump Start camp.

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 _____

(school district)

Board of Education at a regular meeting of the Board on 4/30/15
(date)

Superintendent — Date: 5/1/15

Local Board of Education Chair — Date: 4/30/15

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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