

**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

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

Martin County Schools were forced to close for 23 days of critical instruction during the 2014-2015 school year and 31 days in 2013-14 due to inclement weather. Our district believes that it is imperative for our students to receive traditional instruction to the maximum extent possible. We believe there is no replacement for instruction that takes place in a classroom setting with student-teacher interaction. A standing practice in Martin County has been and will continue to make up any missed instructional days at the end of the approved calendar, or during other scheduled off days of school days such as schedule breaks, President's Day, etc. The district realizes that long periods of lost instructional time have a direct impact on student achievement. In order to achieve some semblance of continuity in the instructional process during these long, weather-related interruptions, we believe a blended learning approach will help keep our students from regressing when school is not in regular session.

Should we miss an exceedingly large amount of days that puts our closing day of school well into June due to another harsh winter, we will ask for non-traditional instructional days to be approved. During this time, students will use a variety of online instructional software to complete assignments given by each teacher. Students will enter the Martin County District Website, and from there will select his/her school website. Once on the school's website, the student will enter his/her grade link and will complete the assignments in all subject areas. The online resources will vary from school to school, but will include the following: Study Island, PLATO Learning, . Students who do not have access

will be given an assignment packet prior to the threat of any inclement days. Realizing some packets may get lost, or power outages may cause lack of access to internet, students will be given 5 days after school is back in session to complete non-traditional day homework assignments. Teachers will track and document student work completion, both from those students who did the assignments electronically as well as those that did the work via the snow packets. A survey will be administered during the first 9 weeks to determine which students will require packets for instruction.

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

Stakeholders were involved in the development of the plan in a variety of ways. A district leadership team was identified to explore the opportunities of the plan. A survey was sent to all schools to identify all electronic learning platforms to be used. Input was given at leadership, faculty and parent meetings. As a result, a draft was compiled and sent to all schools for community input.

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.

During the 2011-2012 school year, Martin County Schools participated in the Snow Bound Pilot Project from the Kentucky Department of Education. At that time we did a blended approach for 5 days. We have taken our plus/delta from that pilot to ensure a successful plan will be implemented.

In addition, we currently use PLATO for credit recovery/homebound instruction at our high school. This is a digitally based platform to deliver instruction to any student who needs to work outside the regular classroom.

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

The following methods will be used to deliver instruction on Non-traditional instruction days:

- Online materials from district website – for access to all students from remote locations
- Online curriculum from varied sources – for access to all students from remote locations
- Teacher availability by email, phone, skype, or online services – to ensure all students receive equitable instruction to master academic standards
- Paper packets with instruction and resources – to ensure ALL students have opportunity to master standards regardless of internet connectivity
- Teacher blogs – for two-way communication to ensure all students receive equitable instruction to master academic standards

- 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 following is a list of digital applications and tools that will be utilized in the implementation of our Non-traditional instruction days:

Google Classroom - , it allows us to easily synchronize Google Apps users with our districts Active Directory users. This synchronization means our users are using the same account information to authenticate to Google Classroom as used to authenticate to our district workstations. It affords our teachers flexibility and extensibility when designing their respective curriculums. This dynamism means, if desired, teachers may use Google Classroom not only for their NTI, but also as a comprehensive daily ILS.

Plato, Study Island, Lexia Reading, IXL Math, Moby Max, Accelerated Reading/Math,— are all online platforms that enable teachers to set and monitor personalized goals

EasyCBM – online set of benchmarking and progress monitoring tool for reading and math

KAHN Academy – set of online instructional videos to personalize learning.

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

Schools have used snow packets in the past, and have proven to be effective. For any student who does not have internet access or chooses to use paper/pencil, we are fully prepared to offer classwork and instructional assistance either written, by phone, or 5 days after returning to provide our students in this population the same opportunities to earn and learn opportunities.

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 blended model will provide on-line resources. To ensure equitable instruction is available, our paper/pencil option will offer the same skill or similar assignment as created by the teacher. Both options will be constructed based on KCAS, individual student needs, and our current PDSA model. Lesson design will be developed according to the academic standards and student growth goals that need to be mastered at that level. Students that need reinforcement/enrichment will be planned for using differentiated lessons. Further, our district utilizes the Plan, Do, Study, Act Professional Learning Communities. All assessments will be monitored to see if mastery or re teaching the standard is necessary.

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

We have great community partners who have stepped up to the challenge. Our local public library, the Area Technical Center, and the Roy F Collier Community Center have all volunteered to assist students who are able to come to town to access online activities. These partners are always open on inclement weather days when we are not able to access our buildings due to the rural location of all 5 schools.

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.

District leadership will support building leadership in providing grade level and content area teams time to plan meaningful assignments that focus on KCAS as well as prepare students for ACT and College and Career Readiness. Through PLCs, both at the district, and school level, planning, implementation and monitoring of the program will occur.

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

Due to the rural diversity of our district, and our concern for the safety of all stakeholders, certified and classified staff will not be required to be physically present at their school during inclement weather days or other emergency days. Certified staff will fulfill their contractual obligations on these days by completing a variety of duties. They will facilitate any questions, comments, or concerns via school email. Certified staff will check email regularly throughout these days and respond to student questions in a timely fashion. Also, certified staff will run reports each day from specific online programs and will analyze each student's work for understanding the content. The teachers will record grades for the day and will track for understanding.

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 make up days as needed at the end of the calendar; serve/assist in summer feeding programs, or in summer school programs.

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

Immediately following any days missed, teachers will collect paper packets and print list of student who completed online assignments through Google Classroom and other online platforms. Students will not be penalized for taking up to 5 days to return work if they need more face-to-face time with teachers. Online packets will be scored and recorded. After the first day of the Non-traditional instruction day is implemented the teachers and staff will evaluate the process using the PDSA model. Results from the data will assist us in making revisions to our process if necessary. Documentation on the results and any modifications needed will be kept.

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

All staff participation will be gathered during planning, grading and reporting. Staff will sign-in if they choose to report to the school building during set collaborative times. Staff members that are unable to leave their homes due to the weather conditions will be accessible to the students via on-line blogs, etc. These times will be documented electronically.

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.)

Each of the assignments will be assessed either formatively or summatively depending on the type of task assigned. As with any assessment it will be designed to gauge student learning in regards to meeting the designated learning target. Using the PDSA model, teachers will evaluate the assessments to see if mastery has occurred or if re teaching is necessary.

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

Martin County School District expects the flow on Non-traditional instruction days to match the flow of instruction of a regular instructional day. Students will continue to work on skills to ensure continuous improvement is being made. Teachers will monitor to work to ensure no regression is taking place during missed days. We believe once school resumes, teachers can continue the scope and sequence without spending time on re-teaching concepts that can be learned during non-traditional days. This approach is standard embedded, planned accordingly and will ensure students are receiving equitable instruction in a non-traditional setting.

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.

Accommodations will be provided for the work as specified in their IEP. Online activities will be differentiated to ability levels, and packet work will be individualized to meet the learners' needs. The implementation will be discussed with parents during the ARC to elicit input for best meeting the individual needs of the student. Each case manager will monitoring the implementation and effectiveness of participation.

- 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.

Enrichment opportunities will be provided to those having GSSP, and planned for by the GT instructor. These assignments will enhance the standards being addressed by the content teachers. The students will have a research learning project based on their area(s) of their gifted ness that they will choose in their GT class. They will have the 10 days to research their topic and complete by making a learning board to display at each school.

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.)

During the month of November, information will be communicated to parents and students on the snow plan and requirements through open house meetings at the schools, email through parent distribution lists, postings on school and district web pages, newspaper, newsletters, twitter, Facebook and traditional notes.

*A survey will be conducted to gain parents input into the snow packet/plan process, and make recommendations for improvement.

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,

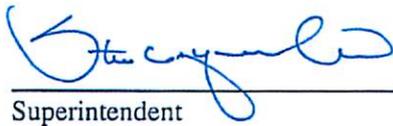
Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, 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 Martin
(school district)

Board of Education at a regular meeting of the Board on 5-11-15
(date)



Superintendent

5-11-15

Date



Local Board of Education Chair

5/11/15

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