

**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

Meade County

Date

May 8, 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.

The Meade County School district plans to use its current learning management systems at the middle and high school levels, along with additional digital and/or print resources at the elementary level to address lost instructional time on adverse weather or emergency days. The district has already moved to a one-to-one environment at the middle and high school with heavy use of Edmodo and Google Classroom as learning management systems. At the elementary level, we have several free and paid software systems that students are able to access use from home. Elementary teachers will use their own webpages or other web resources (Class Dojo, Remind 101, etc.) to communicate assignments based on those tools to their students.

Most of our teachers already use these resources as part of their instructional design, so they are well-equipped to use them as part of a non-traditional plan. Each school in the district will develop their specific plans in the fall of 2015 for learning on days when this plan is in effect.

Regardless of the grade level, the work that students are expected to complete on non-traditional instruction days should look a great deal like the work that students complete in their regular classrooms each day.

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

A summary of the district's non-traditional plan was placed on our district webpage and emailed to all staff along with a survey asking for their input. There were approximately 120 responses. Those who completed the survey could identify all the roles that apply to them— 23 parents, 9 community members, 112 staff, and 1 student. While many offered things for us to consider as we continued to draft the plan (resources for teachers to use, changes to consider to our technology policy, use of classified staff time, and ways to help students without Internet access at home), the response was extremely positive. About 80% of respondents felt that this was a logical next step for our teachers and students.

- 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.

We currently have many teachers at the middle and high school who use either Edmodo or Google Classroom to manage learning on a daily basis to communicate with students, make and collect assignments, and provide feedback. Additionally, we have many courses in Edgenuity that teachers use for blended learning, enrichment, remediation, and initial credit. The district also has teachers who have moved to a flipped classroom model. Success in each of these instructional options with teacher as facilitator indicates that our staff and students are ready to support a non-traditional model where students and teachers are connected by technology even though they are not in the same physical location.

At the elementary level, teachers have a great deal of resources that they use on a regular basis that students can access from home. These include: Reading Street online resources, Accelerated Reader, IXL Math, Khan Academy, Wonderopolis, Lexia Core 5, etc. Currently, teachers successfully use these resources for classroom instruction, for enrichment and remediation, or for a home/school connection. A logical next step is for teachers to use these resources to design project-based learning experiences for students and place assignments on their teacher web pages or communicate them to families with other free web 2.0 resources.

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

For the large majority of our students, instruction will be delivered electronically on non-traditional instructional days. However, because not all students have access to the Internet and due to the fact that electronic instruction is not appropriate for all students, we will have alternative options.

- 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?

At the middle and high school levels, Edmodo and Google Classroom will be the learning management systems that most teachers will use to communicate with students. Both of those platforms allow for discussion, for assignments to be distributed and for students to return their work to the teacher for feedback. Teachers will also use apps such as Adobe Voice, Google Docs, Google Forms, Buzzmath, Edgenuity, etc. to design assignments for students.

At the elementary level, assignments will be distributed through teacher webpages or other web tools. Students can email teachers with any questions and students will complete the work online or return paper pencil assignments once school is back in session. Some of the digital applications that teachers will use are as follows: Reading Street online resources, Accelerated Reader, IXL Math, Khan Academy, Wonderopolis, Lexia Core 5.

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

N/A

- 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?

While our data indicates that over 80% of students have access to the Internet from their homes, those without access can go to their school, to the public library, or to other community locations with wi-fi to connect. A third option will be to obtain paper-pencil versions of the assignments.

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

During the fall of 2015, school and community representatives will meet to plan details. When a non-traditional instruction day is used, information about WiFi/Internet access locations in the community will be clearly communicated to families via our typical media outlets (One Call, Facebook, District Website).

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.

Over the past two years since we moved to a one-to-one environment, all middle and high school teachers have had PD on using Edmodo for classroom instruction. During summer PD this year, all middle and high school teachers will receive training on using Google Classroom and other Google Collaboration products. This, along with other on-going app specific training built into our PD plan, will allow middle and high school teachers to conduct successful non-traditional instruction with students.

At the elementary level, software providers conduct training for the staff each time we purchase a new product. This may be done online or in-person. Each school has staff members who serve as points of contact with particular learning software. The building-level experts make sure all teachers on staff know how to use the software to make assignments for non-traditional instruction days.

In all buildings, the Assessment and Instruction Specialists will work closely with district level staff to provide training to meet individual teacher needs as they arise.

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.).

On non-traditional student attendance days, all teachers will be expected to maintain electronic office hours (i.e., 8-11 a.m. and 12-3 p.m.) providing assistance to student on-line or by phone. Teachers will be available to start evaluating student work as students complete assignments and provide immediate feedback. On days when teachers can travel without jeopardizing personal safety, they may be required to report to their assigned school building. On those days, each administrative team will ensure that a day of professional learning occurs with teachers. This could include Professional Learning Community meetings or Assessment work. During this time, teachers will still maintain their online presence to work with students.

- 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.

On non-traditional student attendance days when instructional assistants can travel without jeopardizing personal safety and with permission of immediate supervisor, they can work a normal schedule in their assigned building. When this is not a possibility, the employee will work with the immediate supervisor to plan for the hours to be made up without going over 40 hours in a given work week. Time could be made up at the end of the year or on other non-instructional calendar days (i.e., election days).

Bus drivers, monitors, and food service staff shall work with immediate supervisor to plan for the hours to be made up without going over 40 hours in a given work week. Time could be

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

Prior to the first non-traditional learning day, teachers will survey students and families to find out which ones will not have Internet access and will require a paper work packet or will need some other modification to the electronic work.

Data on student participation will be gathered by analyzing reports from Google Classroom, Edmodo or other software tools used and by assessing the work that students complete from home on that day.

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

On days when certified staff members are not able to report to their school buildings, they will submit a report by email to their building principal. The report will detail how they used their online office hours to support the work their students were doing at home, along with any other planning and professional work they were able to accomplish during that time. Additionally, school administrators can monitor Edmodo, Google Classroom, teacher webpages and other software products used for instruction as support for the teacher narratives.

- 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.)

Learning outcomes for non-traditional learning days will be designed around targets or objectives from the content standards. In general, students will be expected to: apply skills or content they are in the process of mastering, improve content deficits for standards they have not mastered, or extend learning for mastered standards.

Evidence of learning will be gathered in the same ways as if students were learning in the physical classroom. Teachers will evaluate the student work from the digital assignments and formative assessments to determine if students have met the learning targets.

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

At the middle and high school levels, students will receive instruction and/or assignments for each of their classes using the same tools and online resources that students use in class each day. At the elementary level, students will receive assignments in language arts, math, and social studies and/or science. Assignments could be cross-curricular in nature, as well.

- 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.

As ARC committee meetings are held for each student, the committee will discuss modifications that the child will need in order to complete assignments during a non-traditional day. These modifications will be communicated to the child's teacher(s) prior to the first non-traditional 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 teachers of any students who are identified as English Learners or Gifted and Talented have access to the individual plan. These teachers will keep the needs of those students in mind during non-traditional instruction in just the same ways that they do each day in the classroom. By emailing or calling students to give more simplified instruction or who need the assignment to be extended or tailored to meet a specific need, teachers will differentiate much as they do during a traditional school day.

- 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 district will post information relating to non-traditional instruction days on the school web page, as well as on the district Facebook page. Additionally, each school will post their specific plan for non-traditional instruction to their school web pages. At the end of a school year in which 3 or more non-traditional days were used, staff, parents, and students will be

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)

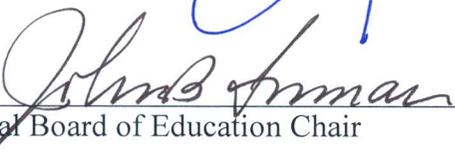
SWD

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 Meade County
(school district)

Board of Education at a regular meeting of the Board on May 12, 2015
(date)

Superintendent  _____ Date 5/12/15

Local Board of Education Chair  _____ Date 5-12-15

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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