

**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	Monroe County
Date	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.

The goal of our Snowbound program is to provide continuity to the learning process for Monroe County students K-12 during times of emergency or weather requiring dismissal of school.

The overall approach is to provide students with relevant instructional activities that will engage, challenge, extend, and reinforce concepts and skills that have been taught in the regular classrooms when schools are closed due to inclement weather and/or emergencies. The manner in which this will happen is by making our current technological resources which are used for our nontraditional students available to all students. Google Classroom will be the means by which we coordinate and deliver the technology resources to our students. A listing of our current technological resources is listed in detail in the section directly below. There will also be traditional instructional options which do not require the use of technology to enable all children to participate in the learning activities regardless of their technology access.

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

Stakeholder Involvement:

Stakeholders including district and school administrators, teachers, staff, and key community members were actively involved in the initial planning stages of proceeding with our program. As the plan has evolved school board members, community members, and parents have continued to further develop the plan.

Representatives from all these stakeholders met on February 25, 2015 for an initial orientation meeting on the "Non-Traditional Instruction" opportunity and to get initial input from them. The group decided that this would be something that would benefit Monroe County students and wished to continue with the process. The student representatives were also very eager to develop this program as well.

Discussion led to our current infrastructure in regards to **technology and software availability** in the district as well as the internet and technology accessibility by our students in their homes and communities. Our Technology Director advised the group that Green River Regional Education Cooperative's RTTT (Race to the Top) Grant approved funding has been allotted to install community internet access spots. Monroe County School District's MC-ASAP (Monroe County-After School Access Points) will be installed in five locations in the county to enable the community to have free internet access. Monroe County Technology funds will pay for the internet fees incurred.

The group also discussed that we could use Google Classroom as our delivery system which would incorporate and coordinate our current technology resources such as APEX, Compass Learning, CIITS, Email, District Websites, Microsoft LNYC, SKYPE, and our own MC-OL (Monroe County On Line) to provide on line educational opportunities for our students. According to the school level administrators and teachers in attendance, these technology resources are already being used on an as needed basis for some homebound and other non-traditional students as well as a way for traditional students to have support from the teacher during breaks and during non-school hours. Teachers often will use technology resources as their instructional piece when they are unable to work and have to utilize a substitute teacher.

The Technology Department members of the group were given the charge to customize our MC-OL to incorporate Google Classroom as the main infrastructure for our plan to be accessible and meaningful for all students. The district instructional specialist and special education director along with the technology resource teacher will research ways to make MC-OL user friendly for elementary age students.

The "Instructional" members of the committee met again on March 11 to discuss the academic elements of our program. They discussed that the content that will be offered to students on Snowbound Days will be extension or review of previously taught content and could not be new material. Students should be able to practice, review, and/or extended concepts/skills have been learned previously. They would take this information back to their schools and work with teachers in PLC meetings to determine appropriate activities to meet these guidelines.

The full committee met again on April 13 to prepare for an informational presentation to the Monroe County Board of Education and to hopefully gain approval of the use of the project for the 15-16 school year.

The committee presentation was approved by the board of education on April 16 to apply.

Stakeholder Part B Continued

This group will continue to work to create guidelines to ensure meaningful relevant activities/projects that will extend and reinforce skills and concept directly related to classroom instruction. Teachers will continue to meet in their grade level PLC groups to ensure the projects are relevant and rigorous and involve application/extension of skills/concepts taught in all their classes.

The stakeholders also discussed the content that would be the primary focus. At the elementary level (K-5) content will focus primarily on reading, language, writing, and math with direct connections made to fine arts. Activities will be based on concepts that have been learned in class. Middle and High School levels will provide students with projects which will require application of learning in subjects taught.

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.

Monroe County has used a variety of electronic formats to offer more appropriate services to "nontraditional" students for several years. Up to this point, the use of electronic formats has been used on an as needed basis for students in our Falcon Academy (our alternative school), our home/hospital program, and in traditional school settings when it improves the course availability to students or better meets the individual needs of specific students. For example, when a home/hospital student needs to take a course that is not in the certification area of an available teacher, electronic resources are used to provide the course and access to a certified highly qualified teacher via APEX, Lync, SKYPE, MC-OL, etc. APEX is our main instructional provider at the Falcon Academy with teachers available to assist with content and technological issues. Students in traditional schools use APEX primarily to take courses that the school cannot provide due to the limited number of students who want to take the course or when a certified teacher is not available. For example: Our district does not have a teacher who is certified in Spanish. Spanish is offered via APEX so that students are not limited in their course choice due to lack of a highly qualified certified teacher.

Our district uses the following technology resources such as APEX, Compass Learning, CIITS, Email, District Websites, Microsoft LNYC, SKYPE, and MC-OL (Monroe County On Line), Google Apps, APEX, Facebook, and YouTube will be used to meet the unique needs and special learning conditions of our students. Our virtual program uses APEX as the main instructional resource while teachers teach and reinforce concepts via telephone calls, texts, etc. Facebook has been used as a tool to communicate information, classroom expectations, and information to students for at least two years. Discovery Education has been used by classrooms as a source of information and to provide "virtual field trips" and assignments are made for students to watch specific videos and then communicate their analysis of findings and/or impressions. Links to specific videos have been posted on teacher websites and or Facebook posts. While we have not used any of these techniques on a grand scale, the Google Classroom infrastructure is in place to enable it to happen. We have been successful in our attempts to implement non-traditional instruction. We are constantly learning of new ways to improve our efforts.

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

Our district will use Google Classroom as the main infrastructure to coordinate the availability of available technology resources which were listed individually in the answer to question two to meet the unique needs and special learning conditions of our students on Non-Traditional Instruction days.

Teachers will be required to use Google Classroom on a regular school day to acclimate our students on the use of the system.

Google Classroom will serve as the Snowbound Base Station for Non-Traditional Instructional days. At the Base Station students will be presented with prompts from their teacher(s) to connect to instructional activities assigned by the teachers.

Students will first go to the school or district website and click on the "SNOWBOUND DAY" link. This will prompt them to log in to their "Google Apps for Education" site. Their unique page will load and provide them with links to their teachers' planned activities for them. They will complete the required assignments and submit their work to the teacher. Teachers will have at their disposal a wide range of technology resources which were listed individually in question two. The availability of resources and activities will only be limited by the teachers' creativity and imagination.

- 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?

As stated above, Monroe County will use Google Classroom, which is a "Blackboard" type system as the "Base Station" management and organizational platform for teacher/learner access to planned learning activities.

Our district and individual schools' websites have a dedicated link for "Snowbound Day" which will enable student's access to the Google Classroom site. Students can use their assigned username and password to access their menu of classes. From that menu of classes students can access their assignments.

Teachers have for their use an array of technological resources. Below is a sample of those resources: (This is not a complete list as new resources are made available all the time.) **APEX:** Apex Learning is the leading provider of blended and virtual learning solutions for schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement can used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation. This program is used in Monroe County to keep students from falling behind, provide classes unavailable in the traditional setting, accommodate individual learning needs, and enable advanced and accelerated learning opportunities.

COMPASS Learning is a personalized program providing intervention, blended learning, credit recovery, and project based learning.

CIITS: Teachers will be using CIITs to plan their lessons.

SKYPE and Microsoft Lync: These systems have been and will continue to be used to provide on line learning opportunities. SKYPE has been used to provide instruction to our Home/Hospital students as well as facilitating interaction between schools and classrooms. It is common to see a middle school class SKYPE with a high school class of the same content area.

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

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?

All lessons will be prepared lessons well in advance and have a plan for implementation so that ALL students may participate regardless of their access to technology or not. There will be options available to students providing choice in how they complete the requirements of the activity. Students will have a "hard copy" of the expectations, directions, and options for the activity along with electronic versions that will be available on Google Apps as well as specific teacher websites. Students with access to technology will post their work and any communication to the teacher through the Google App system. Students without access to electronic means will have a phone number of the teacher and will make their comments verbally. Teachers will phone each student that is not participating in Google Apps to monitor their progress and offer assistance in lesson completion. Another option is that students would journal their responses and submit them to the teacher at the next class session at school. Teachers will provide feedback to student to correct, reinforce, or extend the learning. Documentation from Google Apps will be used to account for student participation for those using the technology. Students not using Google apps will be tracked by the teachers by an analysis of their work when the work is turned in on the next school day. Teachers will be available for consultation via electronic means as well as telephone to ensure that students have the support needed. Teachers will document the completion of the project/assignment on a class roster and will submit the form to the office for attendance tracking purposes. From a recent technology survey of our homes, it was discovered that 77% have access to internet and use it on a regular basis. When asked if students would have access to the internet for school projects 85% responded positively that students would have access. All students have access to a "hard copy" of the activity with all needed materials so they can complete the assignment in the event of no technology or malfunction of technology. Those with access to technology may use that resource to complete the project. Those without technology will also have the same opportunity to complete the activity but will do so with an alternate means which will involve a handmade project or hand written document. While all students learn differently, teachers will provide all modifications/accommodations needed. Teachers will create a "hard copy" of the activity for students to take home prior to the need so that the activity will always be available. Teachers will reinforce the expectations of the lesson/activity, answer questions, and provide a means to conduct follow up communication if the need arises.

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

Our district is in the process of getting HOTSPOTS installed in various places around our community which will make internet access available to more of our students. Business owners and community members are making their businesses and/or work areas available to assist in making these HOTSPOTS available. Wm. B. Harlin Memorial Library, Monroe County Cooperative Extension Service, Community Action, Mill Town Church/Clothes Closet, Gamaliel Fire Department, and Fountain Run Baptist Church have all agreed to allow students access to their internet connections and computers as available. All Monroe County Board of Education buildings, internet access, and computers will also be made available to students and staff as needed.

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 will be trained during their regular monthly PLC meetings of the overall expectations and details of the plan. They will then work in grade level and/or subject level PLC's along with their building principals and district instructional staff to design activities that will meet the expectations of the plan. Lessons and activities for this project will be posted via all the electronic means such as CIITS that is currently required of all their lessons. Teachers/school will use the internet as they utilize a variety of means such as Facebook, One Call Now, and instant messaging to communicate with families and students. Paper copies of information will also be sent home.

Schedule of PD:

1. PD with Administrative Team (District and School Leaders)
 - a. April 27, 2015
 - b. Overview of plan, scope and sequence
 - c. Google Apps training
2. Orientation of Plan
 - a. August 14, 2015 Opening Day for all staff
 - b. Overall intent of plan, procedures, expectations, requirements, etc.
3. PLC Meetings
 - a. On or before September 15, 2015
 - b. All teachers and instructional support staff will meet in PLC meetings to plan appropriate lessons/activities for Snowbound Days.
4. Communication to Homes
 - a. On or Before November 13, 2015
 - b. Schools will communicate the Snowbound Plan to Homes

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.).

Certified instructional staff (teachers) will provide support to their students via telephone conversations, texting, Facebook posts/messages, and any other means they have. They will make contact with each student to ensure the students understand expectations and objectives of the lesson/activity. They will also answer any questions and provide additional explanation to assist children in maximizing the experience. When roads are passable, teachers who are able will come to school to assist student who can be brought to school.

Certified Staff	Work Status	Work Description
Principals Working at school	Work 8:00-11:00 12:00-3:00	Facilitate as needed. Monitor activity on Google Apps. Compile each classroom's completion/participation data and submit to district office. Answer calls as needed from parents/students.
Teachers Working from home or classroom	Work On line Hours 8:00-11:00 12:00-3:00	Monitor activity on Google Apps and respond to students as needed Make calls to student homes if no activity is shown on Google Apps. Support students in their efforts to complete the assignments in Google Apps. Explain process for completion of "hard copy" as needed for students without technology. Document participation and completion of assignments. Compile completion/participation data to submit to school office.

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 the days or indicate that they will make-up days at the end of the school year.

Classified staff will be assigned work by their program directors or supervisors to ensure that they will complete their contractual obligations. See spreadsheet below for more information.

Classified Staff	Work Status	Work Description
Technology Department	Work	Monitor technology infrastructure Assist district personnel, teachers, and students who are experiencing technology issues. Monitor activity on Google Apps.
Food Service Transportation Maintenance/Custodial Secretarial Instructional Assistant All other employees	Non Work Day	Missed days will be made up per the direction of program directors in charge of each department. District and school level supervisors will have the discretion to allow and/or require employees to work based on the needs of each department, program, and school. Days not worked and not made up will either be deducted from the employees pay or appropriate leave forms will be completed and turned in.

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

Teachers will submit a report entitled, “Student Participation Report” for each Snowbound Day to the school principal. The school office will combine the information from these reports and submit a school-wide report to the district DPP. The report will show the names of students who participated, status of lesson completion, and the means by which the lesson was completed such as electronically, project based, traditional paper/pencil, etc. Teachers will credit each child with participation upon completion of the required assignments either by Google Apps or by completion of the “hard copy” packet.

This will be done for each Snowbound Day. The district will complete an annual report totaling the year’s student participation.

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

All staff will complete a log of their activities during the Snowbound Day on the “Snowbound Teacher Participation” form. This form will be submitted to the school office. A school-wide report will be submitted to the district’s personnel director. This will be done for each Snowbound Day. The district will complete an annual report totaling the year’s staff participation.

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.)

Students will complete assignments that are specifically aligned with Common Core standards. The learning objectives will be specific to the tasks they are completing. The tasks will be focused around inquiry and analysis of information, which require students to use critical and creative thinking skills, or require written communication skills. All students will be expected to demonstrate proficiency on the tasks assigned.

Goggle Apps has a built in progress monitoring system that will be available to each teacher who is responsible for the students. All other instructional tasks will be used as a formative assessment to monitor each child's progress. Appropriate next steps will be planned for children based on those results.

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

All Snowbound Day instructional activities must meet the same expectations as Regular School Day instructional activities. Since the activities will be planned well in advance teachers will have the opportunity to work in PLC groups to ensure that the lessons are well connected to the Common Core and use research based instructional strategies. Each school's principal will review instructional lessons and offer feedback as needed to guarantee the integrity of the lessons. This is the usual process for Regular Day instruction.

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.

The Special Education Director will actively coordinate the efforts to ensure that the needs of SWD students receive a Non-Traditional Instructional day that is appropriate for their needs and aligns with the expectations of the Admissions and Release Committees. This information will be distributed by the director to special education teachers and district special education staff well in advance so ARC's can appropriately plan. The expectation is that the ARC, Special Education Director, and Special Education Teacher will plan activities that will support the attainment of IEP goals on Non-Traditional days as well as regular attendance days. All students will be given extended time to complete assignments as needed due extenuating circumstances including technical issues, lesson clarification issues, communication issues, etc.

- 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.**

Similar to the plan for our SWD students, the strategy to implement the PSP for English Learners and GSSP for our Gifted Learners will be coordinated by the district supervisors of those programs. After speaking with each of those directors, they have communicated with their staff members that appropriate activities with necessary accommodations and extensions will be provided to all qualifying students. These program directors will follow up with their staff members at the September PLC meetings to ensure that appropriate services are provided to these students on Non-Traditional school 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.)**

One of our district's strengths is communication with stakeholders. We have a variety of procedures at our disposal to effectively communicate.

Websites: Our district and school level websites will have a special page dedicated to this project. Parents will be directed toward this page on our website by an obvious link that will be on the main page.

Facebook: Our district maintains a FB page which highlights current events, successes, and other pertinent school and district news. This will be used to disseminate information and news.

Twitter: Our Twitter page will be used in the same way that our FB page is used.

One Call Now: This service will be used to quickly inform parents of information. The main uses for this will be to alert parents quickly that there is new posted on the websites, FB, or Twitter.

News Letters: School newsletters will highlight the program throughout the fall increasing parent and student awareness.

Television: Our schools use Channels 16 on Mediacom and 94 on SCRTC, our local cable networks, to communicate with our stakeholders. These channels will be used to spotlight the Snow Bound plan and procedures.

Local Newspapers: Monroe County Citizen and Tompkinsville News have agreed to run announcements regarding and pictures highlighting our Snowbound project.

Local Radio Station: WTKY, Tompkinsville's local radio station is always willing to communicate school news to our community.

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

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

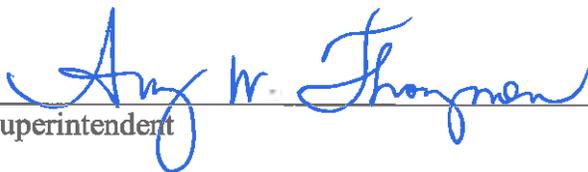
Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities,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

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



Superintendent 4-16-15
Date



Local Board of Education Chair 4/16/15
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:

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