# Non-Traditional Instruction Program
## Application for Returning Districts
## 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.*

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| **District** | Pike County School |
| **Date** | May 15, 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. Based on experiences implementing a Non-Traditional Instruction plan in 2014-2015, what will the district change in order to improve the program for all its stakeholders (students, teachers, administrators, parents, community members, etc.) and grow in rigor and efficacy?

In review of student/staff participation data, and survey information from parents, students, staff and community members our district has determined the following measures will be taken to improve the non-traditional instruction program for the 2015-2016 school year.

**Students:**

- Students will be provided with clear specific directions/expectations of tasks, activities and program expectations
- Students will be provided with a variety of activities that support continued learning when school is not in session.
- Students will be provided with assignments prior to October 1 to ensure access.

In review of student/staff participation data, and survey information from parents, students, staff and community members, our district has determined the following measures will be taken to improve the non-traditional instruction program for the 2015-2016 school year.

**Parents:**

- Parents will be provided with clear specific directions/expectations of tasks, activities and program expectations
- Consideration will be given to parents who work, have multiple children, etc. when assignments and plans are being made.
- Parents will be provided with assignments prior to October 1 to ensure access.

**Teachers:**

- Teachers will be provided with optional professional learning opportunities to assist in design and implementation of problem based learning and technology embedded activities that may be used to support non-traditional day activities and assignment.

**Administrators:**

- Administrators will be provided with an opportunity to design a school data collection form that will effectively and easily manage school data.

**Community Members:**

- Community members will be provided with information concerning the non-traditional program in Pike County and the anticipated positive impact on student learning.

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

To ensure that non-traditional instruction days parallels the learning on a regular instructional day, the Pike County School district will continue to track the level of proficiency that each student completes assignments. The expectation is that individual classroom teachers will seek to document that 80% of all students achieve a level of proficiency when completing any assignment. This expectation mirrors research based practices and expectations of intervention that operates on the premise that 80% of tier one students achieving proficiency documents success of general instruction.

3. **a.** Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

To ensure that the Individual Education Plans (IEP) for students with disabilities (SWD) during Admission and Release Committee (ARC) meetings, the participation of will be **discussed** and **documented** in the conference summary. For students who have a current IEP in place, a written explanation of participation to the parent will be provided offering the opportunity to schedule an ARC meeting to discuss the matter if requested. This will be sent home with the first assignment.

To ensure that commitments to related services are fulfilled, attention will be given to documentation. Providers will be requested to write goals and objectives in terms of minutes per week/month. Providers will be expected to provide services as outlined in the IEP.

The non-traditional instruction program implementation and expectations will be included on the agenda for professional learning activities and updates provided by the special education

**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.

All students who have PSP plans in our district are mainstreamed into the regular classroom. Staff members are provided additional assistance in lesson planning and recommended strategies in order to provide effective instruction to ensure student achievement. To ensure that other student plans such as PSP for those students that are implemented during non-traditional instruction days, teachers providing these services will be given additional information about their role in the non-traditional program. Participation and performance will be tracked as it is for all students in the regular classroom. Additional support will be provided as requested to ensure successful participation.

All students identified as gifted and talented have current GSSP plans. Teachers will provide enrichment activities to support the plan during non-traditional instruction. To provide additional assistance in the delivery of service, the district will provide specific software (MINDTRAP) that will promote anytime, anywhere learning for students with GSSP plans. This software is not bound to the internet and may be accessed on personal devices, devices checked out from the school or software upon returning to school.

4. In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

To communicate and inform the community about the non-traditional instruction program in Pike County, our district will continue to use methods that proved to be effective last year. These include: Facebook, District/School webpages, Newsletters, Interviews on the local radio and television stations (EKB, WYMT) and articles in newspapers. To enhance the communication, district representatives will request to present information at local community groups such as Chamber of Commerce, Nu Chapter, and other civic groups.

## 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.*

**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.*

**Non-Traditional Instruction Plan**

*A Non-Traditional Instruction Plan is the process the district will use to deliver instruction outside the traditional methods of delivery/mode, time, and setting on school days that have been cancelled due to weather or other reasons. The purpose of the Non-Traditional Instruction Plana is to maintain academic continuity and reduce student learning loss..*

**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** Pike
*(school district)*

**Board of Education at a regular meeting of the Board on** May 21, 2015
*(date)*

Superintendent — Date: 5-28-15

X
Local Board of Education Chair — Date: 5-21-15

Terry Holliday, Commissioner of Education — Date

**Application Deadline: May 15, 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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