

**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

Pulaski

Date

4/22/15

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.

Our district protects instructional time and manages missed days within the boundaries of our calendar by adding and adjusting days in session and out of session as necessary. Assessing the past 10 years, a nontraditional instructional day would not have been used except during the current 2014-2015 school year. As result of the historic snowfall, we missed 10 consecutive school days which resulted in learning loss and regression for our students. We feel we could have engaged our students in meaningful learning during the long term period in which we were unable to go to school. We propose to utilize current learning management systems, digital learning platforms, and web based programs that are already in place and being utilized by our students and staff to continue instruction during nontraditional instructional days. In addition, alternate and "hard copy" assignments will be available for those who have limited or no access to digital learning from home.

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

Our administrative and instructional staff recognizes the research that supports innovative strategies to provide students with educational opportunities where learning can occur anytime, anywhere and currently facilitate nontraditional learning opportunities for our students. This provided a solid foundation for the multiple meetings and discussions that were held during the development of our nontraditional instructional plan. Meetings took place with district level stakeholders including technology, assessment, and curriculum, supervisors of instruction, superintendent, assistant superintendents, and finance. Administrative meetings were held at the district level that included central office staff and school level principals. The plan was also discussed during the quarterly district wide parent advisory meeting as well as approved by the Pulaski County Board of Education.

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.

In the past few years, we have engaged in multiple delivery methods including blended and digital learning as we work toward removing the time and space limitations that we have traditionally set on our students. Teachers already use a wide range of technology tools and resources as part of their instructional design. Our students currently have the ability to access instruction 24/7 through virtual and digital programs already in use.

Individual teachers have utilized "snow packets" as well as digital platforms to keep students engaged during break times. Students also have the ability to log onto K-12 digital learning programs to continue their work during out of school time such as Reading Plus, Lexia, ALEKS, and others. Many high school teachers, especially in AP classes, engage their students in out of school time learning through blogs, twitter, webpages, Edmodo, etc. High schools also embrace the bring your own device concept and have encouraged students to use technology in and out of the classroom to increase learning. We also have several performance based opportunities where students self-direct their learning outside the classroom and we provide virtual learning in the summer for credit recovery or acceleration. Nontraditional learning using various delivery methods have also been on-going for students in our residential facilities (DJJ/KECSAC) as well as home hospital services. Recent home hospital services has included live video from the classroom accessed by homebound students via a web based log in.

These current instructional delivery methods are successfully implemented and supported and have not harmed Pulaski's expectations of high outcomes for students as evidenced through many measures such as AP enrollment/assessments, CCR rates, state assessments, etc... Pulaski County has a strong technology infrastructure and support system in place to be able to use digital learning on a wide scale basis. We also have a structure in place at all levels for technology support such as school technology coordinators and media specialists in all schools. We have comprehensive network and data storage systems that will allow housing of content and curriculum. We also have in-house technical and instructional staff to support district initiatives and address issues that may arise.

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

The district will utilize a blended delivery method for non-traditional instruction. Many of the instructional activities will be provided through digital means with some also being provided with traditional packet or hard copy form either as a primary source or alternative source of the lesson.

- 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 district will utilize Edmodo as the LMS district-wide. All staff and students will also have access to tools provided through the district website.

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

All lessons will be developed in conjunction with the digital lessons so that they are aligned. Additionally, the lessons will be based on state and district curriculum documents. Before lessons are provided to students, a review will be conducted by highly qualified instructors. Once approved, the lessons will be provided in packet (hard copy) form to students by December 1.

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?

Students will be provided with an alternative lesson in packet (hard copy) form. These alternative lessons shall be aligned with all digital content.

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

Students may have computer/Internet access by visiting the Pulaski County Public Library. Students may also gain Internet access by visiting local businesses that offer free Wi-Fi access. Additionally, there is an effort to expand broadband access county-wide by local providers that will increase availability within private residences in the 2015-16 school year.

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.

During school PLC meetings, curriculum specialists with the assistance of school technology coordinators will train teachers in the use of Edmodo and principals will review expectations for its use during regular instruction. Teachers will be expected to use Edmodo to communicate with students on a weekly basis in order to familiarize the students with this instructional tool. During the district growth day (teacher work day) in October, teachers will work collaboratively to plan 7 – 10 non-traditional instructional day lessons that may be used at any time during the months of December, January and February. Created lessons and assessments will be posted on Edmodo, CIITS and on the school websites for students to access digitally.

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.).

Teachers shall maintain an online presence and be readily available between the hours of 8:00 a.m. - 11:00 a.m. and 12:00 p.m. - 3:00 p.m. Digital content shall be monitored on non-traditional days through two-way communication, collaboration, questions, and/or tutoring. Teachers will ensure that all current and up-to-date packet information is available online for download.

The building administrator will keep a log of all hours worked and the log shall be reconciled with payroll prior to the end of the school year. The building administrator may work with individuals to develop an alternate plan if staff availability does not readily fit into duties previously outlined.

- 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.

Instructional Assistants may work in collaboration with teachers during the nontraditional school day. If they are unable to work, their immediate supervisor will work with them to reschedule contract time to be made up.

Bus drivers, monitors, and food service workers shall work with immediate supervisors to plan make up hours missed before June 30th of the current school year.

All other classified staff, without jeopardizing personal safety and with permission of their immediate supervisor, may work normal hours in their assigned building.

The building administrator will keep a log of all hours worked and the log shall be reconciled with payroll prior to the end of the school year. The building administrator may work with individuals to develop an alternate plan if staff availability does not readily fit into duties previously outlined.

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

By December 1, students will be given access to the lessons that can be used on non-traditional school days. These lessons will be posted online as well as provided to students in hard copy format as necessary for students without computer/Internet access. Work will be turned in on the day students return to school once school is back in session. Participation online will be tracked via the LMS utilized.

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

All certified staff shall maintain a log of hours worked via VeriTime or timesheet that must be submitted and reconciled prior to the end of the school year. Online presence will be monitored through two-way communication, collaboration, questions and access logs in the LMS system utilized. The online presence shall be maintained from 8 a.m. – 11 a.m. and 12 p.m. – 3 p.m.

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.)

The non-traditional instructional days will allow us to help combat the loss of content knowledge and skill development by keeping students' skills sharp when they are away from the classroom. We believe that once school resumes, teachers may continue teaching without spending time re-teaching concepts that may be learned during non-traditional instructional days. Evidence of learning will be gathered via performance on the lesson assignments, formative assessments based on content learned during non-traditional instructional days and LMS reports for participation.

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

All lessons will have been developed collaboratively on a teacher work day, aligned with state and district curriculum documents and reviewed by a highly qualified instructor ensuring a seamless continuation with regular classroom instruction. Teachers will have the flexibility to modify, as needed, based on individual student and class needs. In addition, because the teachers will have been using these tools as part of regular instruction, this is simply a continuation of what has occurred in the classroom.

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.

Special education teachers will collaborate with all instructional staff to ensure all special needs students receive appropriate accommodations with all assignments including nontraditional instructional day assignments.

Special Education Teachers shall have access to all digital content whereby their caseload of students is involved. They must also maintain an online presence and/or be available as needed by students between the hours of 8:00 a.m. - 11:00 a.m. and 12:00 p.m. - 3:00 p.m.

- 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.

100% of migrant students and over 85% of ELL students have federal grant provided Internet access and netbooks/laptops in the home. The district ELL and Gifted staff will ensure that digital and hard copy lessons are appropriate for the students served in these programs.

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.)

To prepare parents and community for nontraditional instructional days, a variety of communication methods will be used. Information will be disseminated by individual teachers to their students and at school level through Title I, PTA, FRYSC and other meetings. Information will be available on school and district webpages, announced through the phone messaging system, posted on social media (Facebook, Twitter) , and through email distribution lists. Pulaski County has a strong working relationship with local print and broadcast media which will assist in informing parents and 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

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 Pulaski

Board of Education at a regular meeting of the Board on 4/21/15.

Steve Butcher 4-23-15
Superintendent Date

Brandy Daniels 4-21-15
Local Board of Education Chair 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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