

**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.

Russell County Schools is committed to providing all students a high quality education. As a *Race to the Top* innovative district, our school system is continually looking for opportunities to enhance and personalize learning to better prepare our students for college and career readiness. We recognize that learning is not restricted to the classroom setting and utilizing blended learning approaches can provide equitable instruction to all students when school is not in session. By ensuring rich and meaningful lessons are developed across all content and grade level and differentiated to meet individual learning needs, students will be afforded quality learning opportunities through various modalities when a "traditional" school day is not an option.

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

The district superintendent designated a committee to which its membership reflected perspectives from various stakeholders. The committee met March 20, 2015 to develop a Non-Traditional Learning Plan to meet the needs of ALL Russell County students. Prior to this meeting, media announcements had been made and informative emails were sent to raise awareness about the development of this plan. In order to develop an appropriate plan that ensured academic success of all learners, the committee communicated with numerous and diverse stakeholders to gain essential and meaningful feedback. The committee met again on April 15, 2015 to refine the details of the action plan after receiving input from multiple stakeholders.

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.

The previous experience the district has had with non-traditional and digital learning is the implementation of programs such as:

- Odysseyware
- KET online courses
- Project-Based Learning Opportunities
- Cooperative Learning Opportunities (Co-Op)
- Win Learning
- MathWhizz
- Reading Eggs
- MobyMax
- Renaissance Learning
- Edmodo
- Study Island
- Remind 101
- Homework Hotline

The district/school will provide funding for the cost of the programs needed to enhance the educational opportunities in the non-traditional learning environment. Parents and students will be notified utilizing our one call system, email and local radio station when non-traditional days are in effect. Leadership will monitor to ensure staff is available to administer support and assistance to students or parents. In the 2015-2016 school year, leadership will meet to identify a timeline of activities that will be critical to the successful implementation of the program.

Schools will meet to partner with community businesses and agencies with WiFi to support students that do not have internet access at home. In addition, technology support will be provided by the district's two technology specialists who work throughout the school year and would be available anytime that the district uses a non-traditional instructional day to trouble shoot technical issues.

Russell County School District maintains more than sufficient infrastructure capacity to serve the needs of students participating in non-traditional instructional activities. The following outlines infrastructure capabilities:

- Upgraded network backbone with all new switches
- Latest SPB networking
- Wi-Fi complete coverage wireless using Avaya 8100
- Voip-over IP phone system
- Available voice mail to all faculty
- Use of School Messenger
- 4-digit dialing between schools (phone lines will not be tied up)
- Bandwidth currently 50kb per student, but will be upgraded to 100kb per student by 2016
- Applied for 1-1 solution for having access to wireless in all classrooms, gymnasiums, cafeterias, and outdoor facilities
- Mobile lab provided at hot spots in the community (a partnership with the local Area Technology Center, Russell County bus garage, and Russell County Schools' Chief Information Officer)
- Firewall replaced and upgraded
- TMG proxy replaced Summer 2015

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

One method the district will utilize is educational resource binders as a delivery method for instruction. The binders will be content related and/or project based and will be aligned to Kentucky Core Academic Standards. All students will receive the educational materials needed to ensure equitable access for everyone. In addition, individual school websites will be utilized to offer alternative assignments, academic tutorials, and additional practice. Students will be able to access teachers via phone, email, and on and off-site learning labs. Educational partnerships have been established with local daycare agencies that provide care for students when school is not in session.

In order to manage the nontraditional program, Russell County Schools will implement written, digital, and/or project-based assignments. Following each non-traditional day student will have 2 days to submit completed assignments. Each teacher will compile a *Status of the Class* report (within one week) for participation on each nontraditional day. Each school will be responsible for submitting a *Status of the School* report to the district office for review of effectiveness.

See Appendix A for *Status of the Class Report

- 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?

Since our district doesn't have a district-wide learning management system, teacher websites will be the primary learning management system used. Teachers will maintain and manage their classroom page to give students the opportunity to access the resources online as well as other links that will provide additional support, assistance, and acceleration. Students may also e-mail teachers throughout the day with questions and to turn in assignments digitally if applicable. Teachers can review assignments that have been sent electronically and send back to the students with feedback.

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

On days that school is cancelled, students will have a specific set of assignments for that instructional day. Students will work on the designated tasks and will access teachers through email or phone if they require assistance or feedback. Students will also have the opportunity to submit their work to the teacher electronically for immediate feedback if they desire. Teachers may also offer additional resources or tutorials on their classroom page to offer added assistance and support. The expectation will be for all students to submit their completed work within two days of returning to school.

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 school system has established several locations for students to have access to online resources. Locations such as our local public libraries will have computers available for student use. Additionally, for students who wish to access the assignments on-line, there are several public places with Wi-Fi access for students. When possible, schools will also staff on-site computer labs for students that choose to come in to school on days when school is cancelled. In addition, a mobile lab will be scheduled in various hot spots throughout the community to assist students in accessing digital assignments. All students will be given personal copies of the educational materials in case they are unable to access the assignments digitally.

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

The school system has sought out multiple ways to include several community partnerships. Some of those are:

Daycare Agencies – Provide access to resources needed and contact information for teachers if extra support is needed

Local Public Libraries – Computer lab available for students as well as access to books

Area Technology Center – Computer lab and instructors available for students

Somerset Community College (Russell Center) - Computer lab available for students

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.

The district's Chief Information Officer and District Effectiveness Coach will make trainings available on the following technology-based applications/tools to ensure certified staff has the knowledge and capacity they need to provide quality blended instruction to students:

- Teacher Websites
- Google Doc
- One Drive
- Edmodo Training
- YouTube Tutorial Training
- PowerPoint with Audio
- CIITS
- Discovery Education
- Easy CBM

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.).

School staff will participate in virtual PLCs with an approved agenda. Teachers will work on maintaining their websites, program review documentation, reviewing student submissions electronically, and working on common assessments electronically with colleagues, and most importantly, offering assistance and feedback to students. Staff members will be available for questions by email or by school phone if applicable.

***See Appendix B** for flow chart: *Russell County Schools: Non-Traditional Day Action Plan*

- 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 fulfill their contractual obligations through prescriptive job duties as assigned by their immediate supervisor and approved by the Superintendent of Schools. Make-up contract days for classified will be added to the end of the instructional school year. Classified staff will be informed of this plan prior to the first instructional day by written communication from the Superintendent of Schools. Timelines and job duties for make-up contractual days will be communicated with classified employees prior to the last instructional day by their immediate supervisor.

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

The information on student's participation will be gathered from the Non-Traditional instructional assignments within two days of returning to school. Students will manually turn in their work to the teachers or submit it electronically upon completion. Teachers will give feedback manually or electronically to the students about the proficiency of their work. Teachers will track participation on their classroom data collection sheet and report to the principal within one week. School level data will be compiled and submitted to the district

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

Teachers will turn in student contact logs and submit evidence from their virtual PLCs through the use of email, Google Docs, One Drive, or other technology-based platform.

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 students will be met on non-traditional instructional days. All students will complete standards-based lessons from all contents included within a students' current schedule for each non-traditional instruction day determined by the district. These lessons will be developed by educators in PLCs and sent home in educational packets and will also be available on-line via the district and/or specific school website. Students will complete a day of coursework (ex. Non-Traditional Instruction Packet Day 1) as labeled and identified through School Messenger and other means declaring a non-traditional instructional day. The nontraditional instructional day of work will consist of content assignments a student would encounter on a regular instruction day. Students will have two days to complete assignments and return to teachers to receive credit for the assignment and attendance. Teachers will have one week to collect, review, offer feedback and support and record the results on a *Status of the Class* report. The data collection sheet will provide a summary of class performance data that includes percentages of students who completed the task and the level of proficiency as well as notes indicating what worked and what didn't work. The individual *Status of the Class* reports will be turned in to the principal and compiled into a percentage for the school and then reported to the district.

During PLCs following a non-traditional instruction day, teachers will discuss the *Status of the Class* data report reflecting the completion of student work as well as the quality of the work. Students who did not have successful learning outcomes could attend before/after school sessions to make up the coursework or receive additional interventions for mastery.

Furthermore, the effectiveness of the non-traditional instructional days will be monitored through the current standards-based, grade-level, content area common assessments as well as through Discovery Education Benchmarking.

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

The Russell County Board of Education will ensure the learning on non-traditional instructional days parallel with learning on regular instruction days. The expectations for student work will be the same as if they were sitting in a traditional classroom. Lessons for non-traditional instructional days will have a specific learning target congruent to a standard. A rubric when applicable will be provided for the expectation of completion. The completed assignment from each student will correlate with an approved attendance.

Comparable to a regular instructional day, some students will struggle. Therefore, teachers will provide additional articles, tutorials, videos, links to webcasts, teacher generated power points and other resources, as applicable, for students to have adequate support to meet the success criteria within the assignment. Furthermore, teachers will provide extra help and support during electronic office hours on the non-traditional instruction day and students will also have time after this day to receive teacher support and redo any work not meeting proficiency.

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.

When implementing the use of non-traditional school days, the district will work diligently to ensure that the academic needs of each student are met. This will be especially true for students with disabilities. Schools will remain cognizant of the need for specially designed instruction in addition to the assignments that the student has to complete. Assignments that are sent home for these educational packets will be modified to meet the needs of each student. In addition, supplemental resources will be made available for assignments (audio materials, text presented on the reading level of the student, enlarged print when applicable, etc.). The district will also ensure that resources are made available online as well. Students with disabilities will also have access to a variety of learning programs through the school website links. On non-traditional days, classroom teachers will be available via email and/or phone to provide students assistance with assignments. Special education teachers will also be available to answer questions and provide assistance as well. Supplemental resources will be distributed and provided in learning packets to reinforce the core instruction.

- 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.

In the same manner as students with disabilities are served, students with Program Service Plans and Gifted Student Service Plans will be serviced in much the same way. EL teachers and the gifted coordinator will be available for assistance through the non-traditional days and will supply the students with supplemental resources and materials to meet their academic needs. Educational opportunities will also be available online for students.

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.)

Prior to school starting, the community will be informed about the Non-Traditional Instruction days by using several different methods. These Non-Traditional Instructional Days will be explained to the parents and community during Open Houses. The schools will set aside a table/area where someone will be to explain how these "packets" will work. There will be information for the parents to take with them. Radio segments and newspaper advertisements will be utilized as well as School Messenger to further inform the public of the Non-Traditional Instructional School Day Plan. Parents will be notified when the Non Traditional Days are going to be used by School Messenger System, email, District Website, Local Radio Stations, local cable network and Twitter. Russell County Schools will utilize these days per Board of Education discretion. The instructional outcomes that will occur on these days will mirror academic expectations in the traditional classroom.

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 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.



APPENDIX A

Russell County Schools

Status of the Class Report

DATA COLLECTION

Number of students utilizing text/project-based instruction: _____

Number of students utilizing technology based instruction: _____

Essential Questions:

What do we want students to learn?	
How will we know what students have learned?	
How will we respond if students do not meet the learning target?	

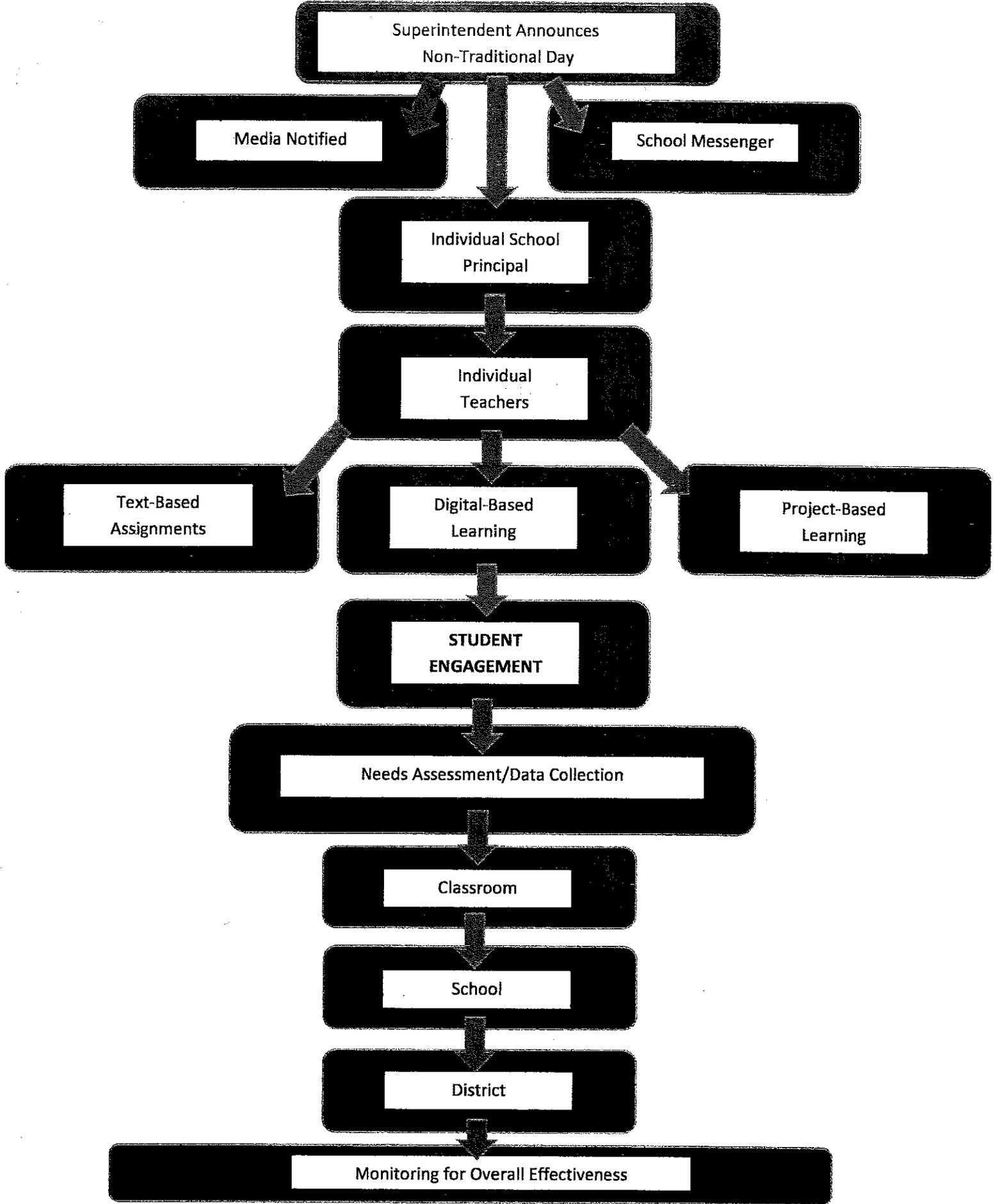
 PLUS (What worked?)	 DELTA (What didn't work?)

Percentage of students that met Proficiency: _____

Principal Signature Date

Teacher Signature Date

Russell County Schools' Non-Traditional Instructional Day Deployment of Staff Protocol

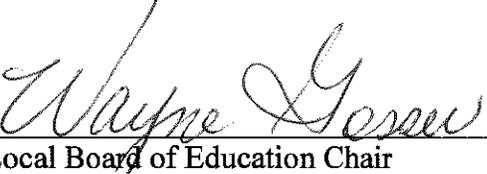


We certify that this application was reviewed and approved by the Russell County
(school district)

Board of Education at a regular meeting of the Board on April 20, 2015.
(date)



Superintendent 4/20/15
Date



Local Board of Education Chair 4-20-15
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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