# 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.*

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| **District** | Russell Independent Schools |
| **Date** | 4-27-15 |

**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.

Russell Independent students have missed 16 days in the 2013-14 school year, and 11 days in the 2014-15 school year, because of weather or water issues. Our average number of days missed for cancellations per year is 6.6 for 2009-2014. Our district feels that it is imperative for our students to receive traditional instruction to the maximum extent possible. There is no replacement for instruction that takes place within the student's regular school setting with their highly qualified teacher's guidance. For this reason, Russell Independent's first choice to combat lost instructional days is to simply add the missed days at the end of the calendar will include making up any missed instructional days at the end of the approved calendar (or during other scheduled days off of school such as portions of scheduled breaks, or rescheduling planned Professional Development days.) Our leadership does, however, have concerns that missed days of school cause legitimate breaks in the flow of instruction. We realize that a blended learning approach will help prevent our students from regressing as the instructional pace will continue even when traditional school is unable to be in session.

Should we miss an exceedingly large amount of days that puts our closing day of school well into June due to another harsh winter, we will ask for nontraditional instructional days to be approved. During nontraditional days, students will use a variety of online instructional software to complete assignments given by each teacher. Students will enter the Russell Independent District Website, and from there will select his/her school website. Once on the school's website, the student will enter his/her grade link and will complete the assignments in all subject areas.

To prepare the staff, parents, and community for the possibility of these nontraditional instructional days, Russell Independent School District will communicate the plan in a variety of ways. Teachers will be involved in staff training concerning requirements of students and staff on these days. Additionally, teachers will be trained on how to maintain their class site within the chosen LMS how to upload assignments.

Parents and the community will receive information concerning this plan via informative meetings, school/district web pages, One Call Now phone messaging system, school newsletters, and social media.

Additionally, to gain a full understanding of resources available, a survey completed at the beginning of the year concerning student access to internet at home will be analyzed and students who require packets will be identified.

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

This project includes input from Central Office and building level administrators, teachers, board members, and parent representatives from SBDM councils and our district's Educational Endowment Foundation. Again, it is our district's first choice to make up each traditional day of instruction missed, with another traditional day of instruction. Non-Traditional methods will only be employed if weather is so severe that we are forced to consider the disruption to instructional flow.

**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.

Russell Independent School District implements alternative strategies for students. We provide an alternative program for non-behavior students (needing individualized programs due to numerous home-life situations, or those struggling to be successful in a traditional school setting and are at risk of dropping out.

Our district is fully prepared to implement our non-traditional school initiative as soon as the need arises. Leadership will be well prepared to initiate the plan with all technology infrastructure and support in place. Our district non-instructional day team includes school and district leadership, including principals at the elementary, middle, and high school levels, instructional supervisors, and the Chief Information Officer.

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

Russell Independent Schools will utilize several learning management systems, as well as employ a coordinated paper and pencil delivery system for students with no internet access, given to students prior to the threat of inclement weather. The assignments in both delivery methods will be comparable assignments, covering the same material/content, and will have the same learning outcomes.

**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?

Russell Independent Schools will utilize several learning management systems. Google Classroom, Edmodo, and the utilization of each of the school's specific online programs (Accelerated Reading, MobyMax Math, IXL, Study Island, Khan Academy) will be used to instruct and track participation and learning. Assignments will be posted for student access and students will post completed work. Teachers will meet during PLC time to analyze progress and modify/differentiate as needed. The students accessing the district's portal will be tracked through usage reports as collected by the Chief Information Officer. Individual teachers will track student learning and progress by analyzing student reports from the individual LMS programs listed above.
In creation of this plan the Digital Guidelines from KDE was referenced and modeled. In relation to meeting KDE's Digital Guidelines, the Russell Independent School District will utilize the following:

- Google Classroom and Edmodo Training for every highly qualified teacher using the system;
- Student performance and mastery of content will be monitored by the highly qualified teacher overseeing the content;
- All students utilizing Google Classroom and Edmodo will have access to highly qualified teachers in the course fields taught;
- Student learning experiences will be personalized, providing individualized diagnostic data crafted for their particular learning styles and needs;
- Teaching practices will be based upon the PGES (Professional Growth and Effectiveness System, mirroring effective learning experiences taught in the classroom.

These guidelines will be shared with all district stakeholders and adhered to throughout the duration of the plan.

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

Students who do not have access to the internet will be given an assignment packet that aligns with the Google Classroom or Edmodo assignments prior to the threat of any inclement days (teachers will have packets prepared and distributed to identified students no later than the beginning of the second semester).
These packets can also be given to parents during conferences or at any other point upon request. We realize that some copied packets may be lost before nontraditional instruction days occur or there may be issues with power/internet at students' homes. Therefore, students will have five days after school is back in session to complete and turn in the nontraditional day homework assignments. Teachers will track and document student work completion, both those students who complete assignments during the missed day as well as those who complete assignments once school has resumed.

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 and parents will be notified in advance of the plan for using non-traditional student attendance days. Before students leave school for Christmas Break, a reminder will be sent via letter concerning the possibility of non-traditional days should inclement weather close school. Upon the need for a non-traditional day, the following process will occur. Our One Call Now phone message system, the district web page, all social media outlets, and the local radio/television announcement will alert the community that we are initiating a non-traditional day. During non-traditional days, students will use a variety of online instructional software (using Google Classroom and Edmodo and may include the following: Accelerated Reading, MobyMax Math, IXL, Study Island, Khan Academy) to complete assignments given by each teacher. Accounting for on-line access by the students will be measured through their logins and work completed. Again, students who do not have access to the internet will be given an assignment packet that aligns with the Google Classroom or Edmodo assignments prior to the threat of any inclement days (teachers will have packets prepared and distributed to identified students no later than the beginning of the second semester). Completed work from these students will serve as their accountability. The students that need this accommodation for lack of access will be determined at the beginning of the year by survey. Changes to a student's internet access status may be changed with the school at any time.

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

We will partner with the Flatwoods Public Library for additional plans of access. We will also look to our Russell Educational Endowment Foundation for ways to enable more digital access for our 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.

First, each district and school administrator will be trained in the district's process for successful implementation of the non-traditional instructional day. Each school principal/administrator will then meet with school certified staff to provide instructions on the step by step process for implementation as well as the expectations for the certified staff on days that the nontraditional instruction occurs and for expectations of staff for when students return to school. Follow up meetings with certified staff will occur as needed. Additionally, staff will be given the opportunity to share ideas and work with colleagues concerning this process during Professional Learning Committee Meetings and monthly Professional Development opportunities. Russell Independent Schools will incorporate the use of CIITS in various ways: our district will use CIITS to develop lessons plans for nontraditional days. This will allow grade level teachers and content specific teachers to share various lesson plans and to get ideas of effective lessons. Additionally, the question banks will be used to develop assessments to check for learning during the nontraditional days. Also, we will use the technology resources linked from CIITS.

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 staff will be required to be physically present at their school during inclement weather days or other emergency days. On non-traditional instructional days, certified staff will complete contractual obligations by completing a variety of duties. They will facilitate any questions, comments, or concerns via school email (which will be listed on the schools' web pages). Certified staff will check email regularly throughout these days and respond to student questions in a timely fashion. Additionally, certified staff will run reports each day from the specific online program that he/she assigned lessons for the day and will analyze each student's completed assignment for understanding of the content. Additionally, the teachers will record any grades for the day, and will track any students that do not complete the assignments due to lack of access or other reasons. The teachers will then ensure that students have the materials and opportunity to complete the assignments once school resumes.

| **Elementary Staff** | **Middle School Staff** | **High School Staff** |
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| *Read and Respond to Student E-mails all throughout the non-traditional days of school. (Keep for documentation.) | *Read and Respond to Student sent emails all throughout the non-traditional days of school. (Keep for documentation.) | *Read and Respond to Student generated emails all throughout the non-traditional days of school. (Keep for Documentation.) |
| *Pose higher order thinking questions to students via electronic devices students as they are engaged in their home assignments. | *Pose higher order thinking questions to students via electronic devices to students as they are engaged in completing their home assignments. | *Teacher and student will correspond as needed all day long. Students can email or face time teachers with any concern they may have. |
| *For younger primary students, teachers will correspond with students as needed via email, phone calls, face time, etc. | *Teachers and students can skype, face time, or email each other with school work concerns. | * Teachers will track their work daily as students complete electronic assignments. |
| *As students send work into teacher electronically (if available), he/she will begin checking student work and providing specific feedback to students. | *Teachers can score all electronically submitted work immediately on nontraditional instructional days. Teachers will provide instant electronic feed back to their students. | *Teachers will score work immediately for the students who have electronic access. Instant feedback will be provided and students will have the opportunity to redo their work. |

**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 be required to be physically present at their school during inclement weather days or other emergency days.

School secretaries and school custodians will report to work as normal. The remainder of the classified staff will be assigned to a regular classroom and given access to Google Classroom or Edmodo and upon direction from the classroom teacher, they will assist in monitoring student logins and grading student assignments. Additionally, they will assist in making sure that packets are distributed to students with no access, and they will assist teachers in taking up/scoring written packets once school is back in session.

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

During non-traditional days, students will use a variety of online instructional software (using Google Classroom and Edmodo and may include the following: Accelerated Reading, MobyMax Math, IXL, Study Island, Khan Academy) to complete assignments given by each teacher. Accounting for on-line access by the students will be measured through their logins and quality of the work completed. Students who do not have access to the internet will be given an assignment packet that aligns with the Google Classroom or Edmodo assignments prior to the threat of any inclement days (teachers will have packets prepared and distributed to identified students no later than the beginning of the second semester). The quality of the completed packets will serve as documentation of the non-digital student participation.

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

Each staff member will have to provide the following documentation to be reviewed and supported by instructional supervisors:

- Communication logs from any type of digital communication with students (with time stamps)
- Lesson Plan within CIITS
- Student support within the given online resource (logins are time stamped)
- Infinite Campus Grade entry from the student participation (monitored and documented by the building principal)
- Documentation of additional resources supplied to student if needed
- Analysis of student work (Reports teachers can print and submit from given online resource.)

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.)

Russell Independent School Teachers will measure learning outcomes on Non-Traditional Instruction days as set in each individual lesson. These learning outcomes should be no different than those of a Traditional Instruction Day. The evidence of learning will be demonstrated through any and all of the following forms of documentation:

- Google Classroom and/or Edmodo Reports
- Student Work as assessed by attached Rubric
- Graded Formative Assessment
- Graded Summative Assessment
- Project Based Learning Activity or Presentation
- Discussion Boards
- Class Blogs

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

The instructional leadership of our district will be tasked with monitoring the quality of Non-Traditional Instruction—just as with Traditional Instruction. PLCs and CIITS will aid in this monitoring. Lesson Plans and student work samples will be analyzed.

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.

Non-Traditional Instruction will be discussed in ARC meetings to ensure that the committee is aware of internet accessibility, as well as any accommodations that the student would need. The committee's discussion will help determine any changes needed in the IEP to allow for Non-Traditional Instruction for SWD.

**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.

Our Gifted Services Coordinator and ESL Coordinator will meet with teachers during their PLCs to coach and ensure that the Non-Traditional Instruction and assignments for these students is content rich, yet differentiated to meet their individual needs.

**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.)

Each school in the district will discuss Non-Traditional Instructional Days at the Fall Open Houses. Beginning of the Year Materials and Infinite Campus Parent Portal will include information on the program. When the program is used, our Public Relations and Communications department will share the progress of the students and program through press release, our District and School Webpages, and all of our Social Media Outlets (Twitter and Facebook.)

## 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** Russell Independent
*(school district)*

**Board of Education at a regular meeting of the Board on** April 27, 2015
*(date)*

M. Sean Horne — 4-27-15
Superintendent — Date

Tony W. Vest — 4-27-15
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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