

**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.

District

Todd County School District

Date

14MAY2015

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?

- Central Office will clearly communicate when Non-Traditional Instructional Days will begin to all stakeholders prior to the first significant weather event (example: Non-Traditional Instructional Days begin after 5 traditional snow days built into the calendar)
- Schools: improve organization by subject and courses: Teachers will work in their collaborative teams and PLCs to refine the student issued curriculum
- Schools: Elementary and MS: will send assigned work for a 10 day period home. Based upon this winter's weather, issuing students 3-4 day lesson materials may hinder a continuum of instruction based upon the severity of weather event(s).
- Schools: teachers will improve consistency across the district in the providing materials. Planning will begin earlier and more specific to student needs. This year's experiences have given students, staff, parents, teachers and community partners an enhanced understanding of the processes, procedures and expectations.
- Consistency of record keeping – organization management will be shared and monitored across the district
- Improve access to internet in the northern part of the county by establishing a mobile "hot spot"
- Establish better site(s) in North Todd
- Teachers and staff will monitor and ensure students have assignments and access to snow packets between December handout and weather event.

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

- Teachers and staff have the opportunity to plan from the beginning of the year in their PLCs, teams and departments.
- Based upon the additional time to plan and previous experiences this past year, teachers are better prepared to utilize their curriculum maps to select lessons that are more conducive to student inquiry and independent study types of lessons.
- Assessments for material taught during the Non-Traditional Instruction days will allow students to be assessed through the creation and sharing of documents, incorporation of audio/video materials, participation in online coursework, participation on discussion board or in chat sessions, and student teacher correspondence providing students time management skills and engaging students in skills that correspond to traditional in class 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.

- A statement is/has been added/included in each student's end of year IEP
- ECE teachers will modify lessons assignments and assessments as they do during traditional schools days
- During non-traditional instruction snow days, the student will not receive minutes listed on the IEP. Instead special education teachers will make contact with the student via phone, email or other means. When school is back in session, special education teachers will offer assistance before, after and/or during school to complete any unfinished work. Snow packet/mini units will be modified for the student as appropriate.
- ECE teachers are available after school during the week and Early Release Fridays to provide additional support for ECE students

- 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.

The district will ensure the implementation of specific plans through several different means. Dual credit will be offered for students so that they can receive credit for college classes through virtual means. Students will be able to complete these credits at any time. In addition, gifted students will receive services through enrichment instruction available by teachers, in all areas of instruction. Mathematics teachers will also provide virtual instruction that students will be able to access to view their actual teacher providing instruction. In addition, students with PSP plans will have the availability to access information and instruction in their native language. Each of these special populations will be provided the ability to access any instruction and lessons to enhance these particular plans.

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.)

The community will be informed by the following methods:

- Emails
- Newspaper
- Radio
- School and District Websites
- Formal Letters from Schools/District
- Blackboard "Alert" Caller
- WBKO News

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 Plan 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 Todd
(school district)

Board of Education at a regular meeting of the Board on June 8, 2015
(date)

Wayne Benish
Superintendent 6/8/15
Date

Matt Perry
Local Board of Education Chair
Date

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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