

**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

Washington County

Date

May 13, 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?

1. Rather than full reliance on print packets: Washington County Schools is currently working to upgrade our website and to introduce OneNote to staff throughout the district. We are also working to pilot NROC/EdReady ACT Math and ClassWorks reading and math programs. Our plan is to provide more online learning opportunities during the 2015-16 school year. In order to prepare staff, students, and families for this adjustment, we will incorporate online learning experiences for students during in-class and out-of-class assignments.
2. Rather than pay selected teachers to develop common lessons: WCS will utilize time during the fall work day and after-school hours for teachers of all grades and content areas to develop lessons that can be easily posted and shared with all students. Teachers will be able to align lessons to the enduring skills and understandings while utilizing the specific context of their November – March pacing plans.
3. Rather than printing packets at the district office: WCS will provide folders for schools to distribute lessons just as we did in 2014-15; however, due to the more individualized lessons, teachers will need to print material for the students who will need paper packets.
4. Rather than daily lessons: WCS teachers will work to develop at least one multi-day project based learning experience in every class.

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

Washington County Schools will require that all lessons developed for non-traditional learning utilize a standard lesson plan format which includes essential questions as well as standards and targets. WCS teachers will review student work, identify misconceptions, and plan next lessons based on formative evidence. Teachers will also store samples of student work from non-traditional days in order to analyze evidence across grade levels and content areas. Principals will continue to report rates of completion as well as identified next steps for instructional work at each grade level/program area.

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.

Parents of students with disabilities will be informed of the non-traditional learning opportunities during their 2015-16 ARC meetings. At that time, committee members will discuss the most appropriate strategies to ensure ongoing learning for the student. As we did in 2014-15, special education teachers will review lessons prior to distribution to students on their case load in order to make adaptations and modifications as needed. SpEd teachers will also contact students during the non-traditional days in order to discuss their lessons and answer any questions. Following return to school, SpEd teachers will work with students during the two-day "grace period" in order to make certain the students have successfully completed the work and have advanced their understanding of the content. In designated cases, SpEd teachers will develop appropriate lessons/projects for their students to complete in order to present their understanding of the content.

- 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.

Individualized plans such as PSP and GSSP will be reviewed by teachers and program staff in order to ensure that students have the resources and access to content necessary for them to successfully complete the lessons and advance their understanding of the content. ELL and GT staff will modify or adapt lessons as necessary to meet the needs of individual students. They will also work with classroom teachers to ensure that lessons have opportunities for differentiation. In designated cases, ELL and GT staff will develop appropriate lessons/projects for their students to complete in order to present their understanding of the content. During non-traditional and "grace period" days the ELL, GT, and migrant staff will contact students in order to discuss their lessons and answer any questions.

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.)

During the 2015-16 school year, Washington County Schools will use similar communications strategies as we used during the 2014-15 school year: Commander Day website updates (ongoing); news article and informational brochure (November); letter to students and families (December); radio spot (December-January); one-call (as needed to announce days); Facebook posts, district website updates, and follow-up news articles to highlight instruction.

New communication tools during the 2015-16 school year will include: Infinite Campus messaging and Remind 101 (as needed to announce days).

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.

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**We certify that this application was reviewed and approved by the Washington County
School's Board of Education at a regular meeting of the Board on May 18, 2015.**



Superintendent 5/19/15
Date



Local Board of Education Chair 5/18/2015
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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