

**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

Woodford County Schools

Date

April 29th, 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. a. Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

Woodford County Public Schools prides itself as being a technology progressive district as evidenced by having the first high school in Kentucky to go one to one with a tablet device. In the four years since going one to one, we've seen tremendous growth in teacher preparedness and student use of these devices. In addition, tablets have become a common learning tool throughout all of our schools. This foundation in mobile devices and technology makes Non-Traditional instruction days as an option ideal for our district. Since 92% of our students have internet access at home, they would have access to teacher assignments via the web and could correspond with teachers via email or Learning Management Systems. In addition to technology, Non-Traditional instruction days also will give an opportunity to provide paper based work that spirals through topics of study which are revisited, thus allowing for an additional chance to address skill development and loss of content knowledge.

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

The decision to apply for Non-Traditional instruction days was considered with input from various groups. It was discussed openly with the Board as well as District and school administrators through their monthly team meetings. Input was gained from teachers' representatives via their superintendent advisory group. This topic was also discussed by the Superintendent with his student advisory group. Ongoing informal discussions with parents and the community have resulted in largely positive feedback.

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.

Woodford County High School has been one to one with a tablet (iPad) for 4 school years. Districtwide, our teachers are mandated to have a digital presence so most either utilize a website or a Learning Management System. Standards based digital curriculums have been utilized for over 10 years and include APEX and A+. Our alternative program has implemented a blended learning environment. A list of additional digital platforms that may be accessed from home include but are not limited to IXL, Read 180, Lexia, DreamBox, Kahn Academy and TenMarks. These and others are familiar and comfortable tools for our students.

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

In many instances, teacher maintained Learning Management System websites or general teacher maintained websites will be used to provide instruction, assignments, and to correspond. Students will use web based programs that are familiar to them and already consistently used. Packets of spiraled assignments focus on skill building or skill deficits will also be an option for some or all students depending on the student/teacher online access as well as the severity of the factors that contributed to the cancellation of school.

- 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?

Our teachers have had the flexibility to choose amongst multiple Learning Management Systems. Most of our certified teaching staff currently are utilizing Moodle, Edmodo and/or Schoology. Google Classroom, IXL, Digital courses, Lexia and various online and app related curriculum/instructional delivery tools are also at the teachers' disposal.

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

In early winter, packets of work that would be a review of content or skill development would be sent home with the students in preparation for Non-Traditional instruction days. With enough notice and certainty of forecast, assignments may be sent home in the days prior to a Non-Traditional instruction day that are more closely aligned to the content being covered at that time.

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?

Woodford County Public Schools' student body has a 92% internet access rate in their residences. Students who do not have access to the internet will be given hard copy lessons and those will be submitted to the appropriate teacher upon returning to school. We also offer child care to those that have registered on most days school is cancelled for inclement weather. Students attending our District child care will be provided an opportunity to work on assignments pertaining to the Non-Traditional instruction day.

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

Many local entities and business have wireless internet access, including the public library. These locations may be used by our students to access the internet.

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.

Our district has two Technology Integration Specialists, one that works with our four elementary schools and one that works with our middle and high schools including our alternative program. Short 10 minute online training videos are sent to the teachers periodically. Both Technology Integration Specialists have done co-teaching lessons with teachers. We have sent out weekly tech tips for Screencastify which teachers could use to create their videos. Trainings have been provided on Google Classroom, Schoolpointe, Schoology and Edmodo.

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.).

A log of all hours worked shall be maintained and reconciled prior to the end of the school year. Staff that have not met contractual obligations shall make up work prior to closing day of current school year. Regular classroom teachers shall monitor their digital content through their Learning Management System. It will be expected that teachers maintain an online presence and be available between the hours of 8:30-11:30 and 12:30-3:30. They will also be expected to make sure that the packet information is available, up to date, and downloadable. Special Education Teachers shall have access to all the digital content pertaining to students on their caseload as well as having the same online presence expectation. Principals will be available to answer questions and monitor the online delivery of instruction.

- 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 Non-Traditional instruction day and maintain an online presence mirroring that of certified staff. They may also work with teachers in communicating packet information online. Transportation and Food Service employees will be given the opportunity for ongoing training or an option to make up the time missed.

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

We will review monthly a report from each school during the months Non-Traditional instruction days are used that includes the participation level of students as well as progress on the learning outcomes. Near the end of the school year, we will survey teachers, parents and students to get their feedback. The information obtained through the surveys will be communicated to school and district administrators as well as the Board and used to adjust our plan where needed.

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

Teachers will provide principals access to the Learning Management Systems used on Non-Traditional instruction days. Similar to a classroom observation or walkthrough, the principal will "visit" various classes taking place online and be able to see the participation of teachers and students. Classified staff who work on a Non-Traditional instruction day will keep a log of their time.

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 learning taking place could be one of three outcomes. One learning outcome will be the same on a Non-Traditional instruction day as it would be if a traditional instruction day were to occur. That is, in some instances the content of the lesson would be the same, just delivered electronically. Another learning outcome could be a review of past content knowledge. The last outcome could be skill building. Evidence will be gathered through completed student assignments or assessments administered.

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

Content will be developed or utilized that is aligned with the relevant curriculum and standards. Teachers will have some flexibility to change an assignment as needed for individual student needs. The content will be reviewed by our teachers and administrators to ensure it parallels the content taught during a traditional instruction day.

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 be involved in the planning of lessons to provide their expertise and ensure developmentally and age appropriate activities. All special education teachers will be available online mirroring the expectation of regular education teachers. All high school students have an iPad issued to them and those with certain accommodations have Natural Reader which will read highlighted text to the reader. Students with disabilities will have the opportunity to meet with a Special Education teacher prior to turning in packet assignments. Each Annual Review ARC will engage in a discussion of the Non-Traditional instruction day.

- 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.

Teachers are already provided these plans on relevant students. They will be expected to modify assignments as needed and appropriate for those students with a PSP or GSSP.

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.)

Our school district utilizes many options to communicate with parents. We would inform the community by placing information on our website. All of our elementary schools, middle school and high school send home daily emails that will include pertinent NTID information. Our One-Call phone system will be utilized to notify parents about the NTIDs as well as when they will be implemented. A letter will go home with each student in late fall reminding parents of the NTID option as well as directions. Our Hispanic family liaison will work on translating disseminated information and will also directly communicate with targeted families. The Back to School issue of our local newspaper will include an article on NTIDs.

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 Woodford County
(school district)

Board of Education at a regular meeting of the Board on 4/27/15
(date)

D. St. Hall
Superintendent 4/29/15
Date

[Signature]
Local Board of Education Chair 4-29-15
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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