2018-2019 Non-Traditional Instruction Program

Application for Districts New to the Program

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)(f) of this section, or a variable student instructional year in subsection 1(h), 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: Paris Independent Schools

Date: May 1, 2018

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of this document.

Instruction

1.   How will the district deliver instruction on Non-Traditional Instruction days?
   ➢ 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?
   ➢ If the method is not digitally-based, please describe the instructional process.

Paris Independent School teachers will design instruction in three formats for non-traditional instruction days: 1) online digital, 2) offline digital, and 3) paper-based. The online digital format will be available for students who have access to devices and internet at home. Offline digital versions of assignments will be designed for students with access to computers or devices but not the internet at home, and paper-based instruction will be offered for students without access to computers/devices and the internet at home. Most students in grades 6 – 12

will complete assignments using the online digital format. Wi-Fi is available at the Paris-Bourbon County Library, within walking distance for students in our attendance area. Paris Middle and Paris High School students utilize a learning management system – Summit Learning Program. In addition, teachers use a variety of online learning tools and programs that may not be considered full-fledged learning management systems but could be used for instruction on NTI days. Current digital resources in use across the district include Brainpop, Moby Max, Zearn Math, Google Classroom, and EdGenuity. All of these online instructional resources will be options for teachers to choose from when designing instruction for NTI days.

Instruction on NTI days will consist of work that students can work on and complete with minimal parent/guardian assistance so that students will be able to complete assignments regardless of child care situations on days out of school. Therefore, assignments for NTI days will not involve learning new content or skills. Instead, assignments will provide students with opportunities for

- Reinforcement—support skills or standards previously taught or currently being taught in classes
- Remediation—support skill deficits and continue work for students in intervention settings
- Enrichment—extend student learning for students who have successfully mastered standards or skills

An exception to this approach will be instruction in AP courses and Summit Learning Program for grades 6 - 12. Teachers and students in those classes are accustomed to continuing instruction on snow days and often start new material or content on days when school is not in session.

In addition to the Summit Learning Platform, teachers representing grades K-5 will design common assignments for students at Paris Elementary. These assignments in each core content area will serve as the foundation for NTI instruction. Additionally, teachers will have the freedom to design alternate or additional assignments and activities specific to their classrooms and students. For example, a teacher may have most students in the class complete the common district assignment, but ask a few students to continue work on an intervention program like Reading Plus, Mobymax, or Zearn Math. More than likely, the common assignments will serve as the paper-based work on NTI days.

Middle and high school teachers will facilitate learning through the Summit Learning Platform for NTI days. The majority of work students in grades 6-12 complete on NTI days will be guided by the self-directed learning cycle that is specific to content. Teachers have online access to students work throughout the day and will provide feedback that is customary with Summit Learning.

By December 1, 2018, before any NTI day is implemented, schools will complete NTI day plans and submit them to the elementary, middle, and high school principals and will be reviewed by the Assistant Superintendent of Curriculum and Instruction. School plans will include the lessons and assignments to be used for each classroom and teachers will specify how assignments and activities will vary by each of the three formats—online digital, offline digital, paper.

2. How will the district account for all students' access to online 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?

As stated above, teachers in the district will design instruction in three formats for non-traditional instruction days: 1) online digital, 2) offline digital, and 3) paper-based. The online digital format will be available for students who have access to devices and internet at home. Offline digital versions of assignments will be made available for students with access to computers or devices but not the internet at home, and paper-based instruction will be offered for students without access to computers/devices and the internet at home.

Most students in the district have the digital access that will allow them to complete assignments using the online digital format. Teachers in grades 6 – 12 will assign students work through Summit Learning Platform or other online instructional program or tool that they currently use with students. Some students have access to devices at home but limited or no internet access. Teachers will adapt assignments and activities to an offline digital format for these students. Work for NTI days will be saved on flash drives or device hard drives, completed at home, then uploaded or printed out at school after an NTI day. Finally, for students who do not have access to devices or internet at home K-12, teachers will prepare paper-based, traditional assignments and activities for students. In some cases, the same assignment or activity could be available in each format, but most likely, assignments will vary by format yet still be equitable and aimed at the same learning target or outcome.

Before completing NTI plans, schools will establish the extent to which students in the building have access to devices and internet at home. Each classroom teacher will identify the NTI assignment format each student needs based on access to technology. When an NTI day is possible, the appropriate assignments will be made available to students by posting online, saving to a flash or hard drive, or handing out paper copies.

3. What will the district do to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

To ensure that learning on NTI days parallels learning on regular instruction days, principals and the assistant superintendent have developed expectations for assignments and lessons used on NTI days. Five of those expectations will connect NTI instruction with regular classroom instruction. Specifically, 1) NTI assignments should align with an enduring skill (standard) that is part of the curriculum for the year, 2) NTI instruction should address deficits in student learning as identified using classroom assessment data, 3) NTI instruction should be delivered using the same learning platforms currently used in classrooms, 4) NTI instruction should be differentiated for diverse learners, and 5) NTI instruction should adhere to developmentally appropriate time demands for students.

Align with an essential skill (standard): Just like in the regular classroom setting, student work for NTI days will focus on an essential skill or standard that is part of the curriculum. The work that students complete on NTI days will remediate, reinforce, or enrich content standards that have been taught during the school year.

Address deficits in student learning: Teachers have access to STAR and MAP (the district's benchmark/diagnostic assessment) scores for their classes throughout the year. An analysis of the most recent STAR and MAP scores, will indicate deficit areas that can be addressed through NTI assignments.

Use current learning platforms: Teachers will make NTI assignments using the digital learning systems they currently have access to in their classrooms. For instance, students who use MobyMax and Zearn on a daily basis will be able to continue work in the LMS on NTI days. All students in grades 6-12 will use the Summit Learning Platform for all core content.

Differentiate for diverse learners: To the same extent that work is adapted, modified, or differentiated daily in classrooms, teachers of diverse populations (students with disabilities, ESL, GT) will work with the regular classroom teachers to modify work for students to complete on NTI days.

Adhere to time demands The district NTI committee has established guidelines for the amount of time students should spend working on NTI assignments to help teachers develop assignments in which students can engage and complete with minimal assistance from an adult. The table below lists the total amount of time students should spend working on school work on one NTI day.

Level	PreK-1	2-3	4-5	6-8	9-12*
Amount of Time	1 hour	5 hours	hours	5 hours	hours

*Does not apply to AP courses taught in in high school because those courses require students to engage in ongoing, rigorous instruction outside the regular school day.

4. 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.

At each student's annual Admissions and Release Committee (ARC) meeting, there will be a documented discussion on the planning/decision making for individual participation in the NTI days. Dependent on the outcome of that discussion, students will either have a separate packet of materials and assignments related to their individual education program (IEP) goals or their case manager will make the necessary accommodations to the general education packet of assignments for that individual student. This will be an agreed upon decision of the ARC. For those students not having an ARC meeting prior to the NTI days, the student's case manager will work with the building level team leader, regular education teacher, and/or administrator to determine the most appropriate participation level for that student and parents will be informed.

5. 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.

1) ESL support staff traditionally pulls some students from regular classroom settings to work on language development in a resource setting.

2) ESL support staff works with regular classroom teachers to modify classwork and assessments for some ESL students.

Both of these functions provided by teachers daily will continue on NTI days. ESL support staff will provide supplemental materials for one-to-one language development exercises that students can complete on NTI days, and ESL support staff and regular classroom teachers will modify assignments developed for NTI days.

Teachers and support staff for GT students provide enrichment services to students in their identified area of giftedness most often through field trips and experiences both within and outside the district. For example, students identified as gifted in drama attend performances as a group, or gifted math students may compete in math competition. Students would not be able to participate in trips and experiences like these on NTI days. Currently, if school is called off on a day when a gifted service opportunity is scheduled, the event is either rescheduled or a replacement activity is found. The same would happen if the district uses an NTI day when a gifted service event is scheduled.

Both ESL and GT support staff and regular classroom teachers will provide assistance in developing versions of the common district assignments described in Question #1 for their student populations in grades K-8.

Documentation

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

Students will be expected to complete NTI assignments just like they are expected to complete course work on regular attendance days. Teachers will monitor and track student work using methods based on the format of the work students complete. Online digital assignments will be documented through the Summit Learning Platform or online learning tool used to complete the work. Offline digital and paper-based student work will be submitted after the NTI day for accountability. Students will have at least three days past any NTI day to turn in assignments. Once work is submitted and evaluated (see Question #7), teachers will enter a grade in Infinite Campus or grades will be reflected in the Summit Learning Platform for grades 6 - 12. Entry of a grade into IC or reflected in Summit Learning Platform for the NTI day assignment will signal completion. Principals will monitor the entry of grades and progress of students for each school, and the Director of Operations/DPP will verify and keep participation rates. Trend data for participation rates will be monitored by the NTI team.

7. How is information on **staff** participation gathered on Non-Traditional Instruction days?

All certified staff, and classified staff as appropriate, will complete a log of time and activities to submit to their principal or supervisor. Principals and supervisors will collect data from staff members and report to the Director of Operations/HR Director for district documentation.

Classified staff who report to work on NTI days will document and report time as usual.

8. How will evidence of learning be gathered on Non-Traditional Instruction days? (Summit Learning Program reports, formative or summative assessments, projects, etc.)

For each NTI day assignment, a grade will be reflected in Summit Learning Platform or collected and recorded into Infinite Campus on the date of the NTI day. Student work completed as an NTI day assignment will be evaluated for student learning using methods that mirror those in the physical classroom. As with any other daily lesson, teachers will design NTI coursework around targets or objectives derived from content standards, and the work that students complete will be evaluated against the learning outcomes. Grades and feedback given to students will reflect the extent to which student work on the assignments meets the learning targets or expected outcomes.

Staff

---

9. 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.

Paris Independent School staff will have several opportunities for professional learning to support preparation and instructional methods before an NTI day occurs. First, the district's Technology Director is leading several professional development sessions in August focused on digital tool applications for the classroom. Any district teacher can sign up for these sessions. Second, staff members will be provided time to develop NTI day curricula and assignments during professional days built into the district calendar prior to December. There is several staff development days required for certified staff, plus additional optional days that schools may choose to use. Third, recorded tutorials will be posted to the district website for quick reference and teacher leaders at each school will be identified to serve as a point of contact for their colleagues. Other just-in-time training and learning opportunities will be provided when needed as planning for NTI commences at the school level.

10. 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.).

All teachers will be expected to maintain virtual office hours on NTI days. Teachers will be available to students and families from 9am-12pm and 1pm-4pm each NTI day through a variety of communication channels: email, phone, teacher websites, and Summit Learning Platform, along with Google Classroom, and communication tools already in place. Each school

will develop a communication plan as part of its NTI plan. During the virtual office hours teachers will respond to any student who needs help completing NTI assignments, start to evaluate student work as assignments are completed, or complete other work related to their teaching duties. Teachers will keep a log of contacts with students to monitor the use of virtual office hours on NTI days.

11. 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 how and when they will make-up these days.
   ➢ If food service staff is working on Non-Traditional Instruction days, please describe the district's plan to cover these costs since no federal food service reimbursement will be granted on Non-Traditional Instruction days.

Classified staff contractual obligations will be fulfilled differently based on roles. When weather permits as determined by the superintendent on an NTI day, instructional, secretarial, maintenance, and custodial personnel will report to work and assume regular duties. For maintenance and custodial staff snow removal and cleanup is regular snow day work. Secretarial employees will respond to phone calls and complete regular office work. Someone in the main office will be assigned to handle calls related to NTI day implementation. Some instructional assistants will maintain virtual office hours like teachers on NTI days. Those that lead intervention groups or similar instructional functions in schools on traditional days will be able to assist students from home like teachers.

If these employees are not able to come to work on an NTI day, then their time will be made up at the end of the regular school year or by working extra hours during the school year (not to exceed 40 hours in any one week period) along with bus drivers and school nutrition staff. Principals will rotate secretarial and instructional staff to extend office hours into the summer months. Custodial and maintenance staffs will begin summer work. Food service and bus driver supervisors will develop plans for these work days that include completing training, finishing tasks that would have otherwise been skipped, or assigning to other mutually agreed upon duties as appropriate.

If needed, the district will cover food service expenses using general fund dollars.

Partners and Shareholders

12. Please describe any relationships your district has with educational agencies that are external to your district in which your students are in attendance in other schools part-time or full-time. (e.g. Area Technical Centers, regional schools like iLEAD and Owensboro Innovation Academy, private schools, etc.) **AND** what considerations for Non-Traditional Instruction days will need to be discussed and agreed upon between partnering institutions?

Some Paris High School students attend the ATC in Harrison County. In this situation, an NTI day will be treated like a current snow day, and students will be expected to make up assignments with the instructors under existing arrangements.

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

The Paris Independent Board of Education and district administrators started discussing the NTI waiver in the spring of 2018. Preliminary discussions took place in board meetings and subsequent administrative team meetings.

District Leadership Team, serving as the NTI Days committee developed the district's plan for the NTI waiver for Paris Independent Schools. The charge of this work group is to review a comprehensive plan for NTI days to take to the Paris Independent Board of Education prior to submission to KDE.

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

Paris Independent Schools benefits from a strong coalition of community partnerships which will assist in the implementation of NTI days. The district will work collaboratively with local childcare providers to communicate the expectations of NTI days as well as identify areas of need to assist working families. The Paris-Bourbon Public Library serves as a community internet access point. We will also provide a mechanism for community feedback regarding the effectiveness of NTI days.

15.   How will the district relay information about Non-Traditional Instruction days to students and families? **AND** In what ways will the district highlight the successes in instruction and learning on Non-Traditional Instruction days? (Facebook, Twitter, district websites, local news outlets, etc.)

Prior to the use of NTI days, Paris Independent Schools will provide an overview of the application and timeline to make parents and community members aware of this option using press releases, flyers home with students, news articles, and media exposure during back to school promotional campaigns including a feature in the local paper and announcements made during open house and orientation events with follow up communication in fall 2018, between fall break and Thanksgiving.

Paris Independent Schools will use existing means of communication including school and classroom newsletters, district newsletter, E-Communication system, and social media to educate families about NTI. The E-Communication and One-Call systems, in additional to our local newspaper and media outlets, will be utilized to communicate the use of NTI. The Paris Independent Schools website will feature a one-stop shop for details regarding NTI to include

information sheets, feedback forms, and news links. Upon approval, we will also include information in student handbooks.

A feedback form will be an effective tool for use immediately after NTI days with timely responses communicated to principals, teachers, and parents. The district provides a very useful communication medium that includes a strong network of social media and email distribution lists.

Flyers, brochures, and information sheets will be made available at the Paris-Bourbon County Public Library, Bourbon County Health Department, Paris Housing Authority, and the offices of local pediatricians. Such promotional materials will also be translated into Spanish. District representatives will make a presentation to local civic groups like Kiwanis and Rotary clubs and the Chamber of Commerce to inform community and business leaders.

Paris Independent Schools will identify specific activities and collect relevant data regarding the use and perceived effectiveness of the communication plan for NTI.

We certify that this application was reviewed and approved by the Paris Independent Schools Board of Education at a regular meeting of the Board on April 24, 2018.

Mr. Ken Bicknell
Superintendent   Date: April 24, 2018
Mrs. Sharon Fields
Local Board of Education Chair   Date   April 24, 2018

Application Deadline: May 11, 2018
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:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
300 Sower Blvd., 5th Floor
Frankfort, KY 40601

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.