

Nontraditional Instruction Program

Initial Application

Revised October 2018

KRS 158.070(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) 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 a nontraditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the nontraditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. 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: Henderson County Schools **School Year:** 20-21

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Please address the following completely, providing detail and data as appropriate and available.

Instruction

1. How will the district deliver instruction on nontraditional instruction days?
 - If the method is digitally-based, is there a specific learning management system (e.g. 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.

Henderson County 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 no internet at home, and paper-based instruction will be offered for students without access to computers/devices and internet at home. Most students in grades K-12 will complete assignments using the online digital format.

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 childcare situations on days out of school. Assignments will provide students with opportunities for:

- A. Reinforcement-support skills or standards previously taught or currently being taught in classes
- B. Remediation-support skill deficits and continue work for students in intervention settings
- C. Enrichment-extend student learning for students who have successfully mastered standards or skills
- D. New learning-new learning will be based on the pacing guides per grade level, content, and course

An exception to this approach will be instruction in AP courses and dual credit. 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.

Offline digital is also offered through Google Classroom. The student must only connect to the internet periodically at different locations provided by the school or in the community to download assignments.

Paper-based containing reinforcement material, remediation material, enrichment material or new learning material, depending on the length of the NTI period, will be created for each student that does not have internet access or a device. Parents and guardians will have the ability to pick those packets up at their students' school on a specified day or days and upon request by the parent during operating hours.

Henderson County teachers will facilitate learning through avenues such as Google Classroom/Suite, AR, Edpuzzle, YouTube, Kahn Academy, IXL, Screencastify, Nearpod, etc. for NTI days. Most work to be completed 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 Google Classroom, email, social media, and telephone.

Effective Jan. 14th, 2021 all K-8 students will be moving to a fully synchronous model of learning. All students that are enrolled in VLA will be transitioned back to their home schools for synchronous/asynchronous learning. The students and teachers will be using Google Classroom and their delivery platform as well as other supplemental technology listed above. Student in grades 9-12 will have the option to continue with their Odysseyware work or move to a synchronous/asynchronous model of learning.

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?

Surveys have been conducted in previous years and will be conducted at the beginning of each year to determine how many students have internet access at home.

As stated above, teachers in the district will design instruction in three formats for non-traditional instruction days: 1) on line 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 K-12 with access to computers or devices but not the internet at home, and paper-based instruction will be offered for students K-12 without access to computers/devices and the internet at home. The district also will provide hotspots on busses placed throughout the county for students to be able to link and download their work on to their chrome books. The district also has published a list of local hot spots where our students can visit along with the ability to utilize district WIFI from any of our school's parking lots.

Most Henderson County School K-12 students have the digital access that will allow them to complete assignments using the online digital format. Teachers in grades 2-12 will assign students work through Google Classroom or other online instructional program or tool that they currently use with students. Some students have access to devices at home, but have 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 through Google Classroom, 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.

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 their drive, or handing out paper copies.

Henderson County Schools has over 250 hot spots available to any student that is in need of internet access during this time. We have made these hot spots available to all student and families that indicate they need access at their primary address.

3. What will the district do to ensure a continuation of learning from regular student attendance days will occur on nontraditional instruction days?

To ensure that learning on NTI days parallels learning on regular instruction days, principals, instructional coaches 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, enrich, or introduce and extend new learning content standards that have been taught during the school year or are aligned with the pacing guide for new learning.

Address deficits in student learning: Teachers have access to MAP (the district's benchmark/diagnostic assessment) scores for their classes throughout the year. An analysis of the most recent 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 Google daily will be able to continue work in the LMS on NTI days. All students in grades 2-12 will use the Google Classroom 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 has established guidelines for 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 schoolwork on one NTI day.

PreK	20-30 minute instructional video
Grade K-1	30 minutes
Grades 2-3	1 hour
Grades 4-5	2 hours
Grades 6-12	3 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 for students with disabilities, including how the students' Admissions and Release Committees will be involved in planning for and making decisions related to the participation and needs of students with disabilities on nontraditional instruction days.

IEP's will be modified as needed during transitional meetings. Special education teachers will modify NTI packets and online materials and lessons as needed to meet each student's individual needs. Students will also receive additional five school days, once school is back in session, to complete assignments, which will allow students time they need to receive interventions and modifications as needed. Extended School will be offered before and after school for all students needing assistance. Special education teachers will be available to assist via the phone, Google Meet, or other technology platform.

5. Please explain how the district will ensure the implementation of other student-specific plans, including Program Services Plans for English Learners, 504 Plans, and the Gifted Student Service Plans for students who are gifted and talented.

Gifted and Talented Coordinator and Director will provide information via their website for activities for specific areas. The GT Teachers will also be available to work with students during the designated hours. Our GT Teachers also teach classes and will post assignments on their Google Classroom for their students. They will focus especially on performance and/or project-based activities and assignments.

The District ELL Coordinator and **ELL** teachers will work with teachers, students, and families to provide assistance to students who have a PSP. This assistance can be provided through technology resources or telephone conversations. The ELL Teachers and Coordinator will tailor lessons to meet each student's individual needs.

504 Plans will be modified as needed during each yearly meeting. Each case manager will notify each teacher of the 504 and its' contents in writing. Each teacher will modify NTI packets and online materials and lessons as needed to meet each student's individual needs. Students will also receive additional five school days, once school is back in session, to complete assignments, which will allow students time they need to receive interventions and modifications as needed. Extended School will be offered before and after school for all students needing assistance. Teachers will be available to assist via the phone, Google Meets, or other technology platform.

Documentation

6. How will information on student participation be gathered on nontraditional 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 Google Classroom or online learning tool used to complete the work. Offline digital and paper-based student work will be submitted after the NTI day or at times predetermined by the school for accountability. Students will have at least three days past any NTI day to turn in assignments. Those students with IEPs or a 504 with additional time will have five days past the return day to submit work. Once work is submitted and evaluated teachers will enter a grade in Infinite Campus and provide feedback to the students. Entry of a grade into IC or reflected in daily assignments will signal completion. Principals will monitor the entry of grades and progress of students for each school, and the DPP and HR Director will verify and keep participation rates. Trend data participation rates will be monitored by the district leadership team and principals.

7. How will information on staff participation be gathered on nontraditional instruction days?

All certified staff will be required to log their NTI days with a summary for each day as well as complete a parent contact sheet with the date and times on a weekly/daily basis, depending on the length of the NTI period. Each school will collect the report monthly to help determine participation rates of students and teachers and help decide the effectiveness of our current operating NTI system. The district will administer surveys to determine what adjustments need to be made to our NTI system and program to better meet the educational needs of our students. We will survey our staff and parents.

8. How will evidence of learning be gathered on nontraditional instruction days? For example, evidence may include LMS reports, formative or summative assessments, projects, etc.

The instruction provide during NTI days will be a combination of review material, preview material, or new learning material, depending on the length of the NTI period as an extension of the regular classroom. Evidence will include LMS reports for IC and the different technology platforms utilized during this time period. Teachers will also may administer formative and summative assessments and providing feedback to our students. The online instruction/paper packets will mirror the curriculum pacing guides given where the classes are in the year.

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 nontraditional instruction to students.

Each school has an Instructional Coach. In collaboration with the principal and each grade level/content area, the district leadership will meet with them digitally or in person to disseminate professional development trainings that the staff will need to prepare for NTI days and to further their instructional practices the teachers have already mastered during the previous NTI days. The professional development will be tailored to what each school, PLC, grade level, content area, or teacher may need to be to provide quality instruction during NTI. HCS will also utilize embedded professional learning as needed during the year to support our teachers.

10. Please describe the deployment of certified school staff on nontraditional instruction days and describe how they will fulfill their contractual obligations on these days (e.g. access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

Certified school staff will complete a log of days worked during NTI days. All certified and classified will complete their contractual obligation of days in person or virtually. All certified staff will be required to log all their days with a summary for the NTI day as well as complete a parent contact sheet with the date and times on a weekly/daily basis, depending on the length of the NTI period. Teachers will be available via various communication platforms or applications, email, and phone from the hours of 9:00 a.m. to 2:00 p.m. to answer questions, provide assistance, and facilitate one-on-one or group meetings via technology applications. If a student does not have internet access, s/he will be able to call the school or district office by phone who will then contact the teacher to communicate with the parent or student by phone. During other instructional hours teachers may participate in any of the following activities: grading assignments, contacting students and parents, provide support, prepare lessons and instructional materials, collaborate with other teachers, PLC meetings, district meetings, or professional development activities.

When applicable, and without jeopardizing the health and safety of staff, staff may work in their assigned building or in their assigned capacity in the district. Working in the building will be approved upon gaining permission from an immediate supervisor who will be adhering to guidance from the district office.

11. Please describe the district's plan for classified school staff on nontraditional 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 nontraditional instruction days, please describe the district's plan to cover these costs since no federal food service reimbursement will be granted on nontraditional instruction days.

Each department will differentiate this. In the case of the transportation department, the staff will have multiple options to include: training to complete on those days (in person or virtually), reporting to the bus garage to complete assigned duties by their supervisor, having additional training session added to the end of the year, or having the opportunity to work in a different capacity with a different department in the district. In the case of Food Service, the staff will utilize these days for training virtually or in person, cleaning, inventory, or other purposes. Our district will continue to pay our staff for the time and work completed during their contracted days. Instructional assistants will work collaboratively with their teachers to help with student contacts, develop resources for lesson, help plan instruction, or do virtual planning.

Partners and Shareholders

12. Please describe any relationships your district has with educational agencies that are external to your district in which your students attend on a part-time or full-time basis (e.g. Area Technical Centers, regional schools such as iLEAD and Owensboro Innovation Academy, private schools, etc.). What considerations for nontraditional instruction days will need to be discussed and agreed upon between partnering institutions?

HCS has a strong partnership with Henderson Community College for our Early College Program and dual credit. Our Early College program is based at the community college and our students follow their schedule and their guidance but still have all the privileges of HCHS. Those students will follow their calendar and academic expectations. These students will also follow all guidelines from HCHS when it pertains to the privileges such as extracurricular activities and events as it pertains to closures or schedule alterations. Dual credit students are at HCHS and taught either by HCHS staff or by HCC staff. Those students will follow all closure, expectations, and calendars of HCHS. We have a strong partnership and an open line of communication with them about our students' academic expectations and logistics when it pertains to closures.

13. How were shareholders (i.e. students, teachers, administrators, parents, community members, etc.) involved in the development of the district's nontraditional instruction plan?

The district leadership team has and will continue to meet with all the school principals and the NTI Task Force to discuss the NTI plan. The principals and instructional coaches will discuss the NTI plan with their staff at each location. We also have issued reflection questions to all our certified staff to receive feedback on what worked well, what did not work well, and what do we need to change moving forward. This feedback was considered in the development of the plan.

We also have sent a survey to our parents with NTI questions to receive feedback to see what we can improve. At the time of this application, we have not received the results.

14. What opportunities exist for community partners to be engaged in nontraditional instruction days?

Students may have the ability to be able to complete work online at our public library, Henderson Community College Library or other places of business that offer free WIFI given they are open to the public. Our local churches have served as a source of support for donating food for our FRYSC in our district. Our local hospital and local business support our schools with what they need in terms of supplies and food for our FRYSC also. Several media outlets locally will be used to communicate with our parents and students when and if we utilize NTI days and other critical information that needs to be sent to our parents.

15. How will the district relay information about nontraditional instruction days to students and families? For example, information may be communicated through Facebook, Twitter, district websites, local news outlets, etc.

- In what ways will the district highlight the successes in instruction and learning on nontraditional instruction days?

HCS will communicate through several different modes. We will utilize our social media accounts on Facebook, Twitter, and our web page to communicate with our community. We will also utilize our local radio station, local paper, and news outlets to communicate with our community. The district and each school will send notifications and information out to our public using our Parent Link system. Our successes will be showcased through our social media account, our web page, and press releases developed by our communication department.

We certify that this application was reviewed and approved by the Henderson County Schools

Board of Education at a regular meeting of the Board on 5/18/20 (Date)

Margana Stanley

Superintendent

5/18/20

Date

Michael Weller

Local Board of Education Chair

5/18/20

Date

Completed applications should be submitted to the SharePoint site.

If you have any questions, please contact Steve Kissinger at steven.kissinger@education.ky.gov.

To have an application considered for implementation at the beginning of the upcoming school term, the application must be submitted to KDE at least one hundred and twenty (120) days prior to the beginning of the school term.