

Monroe County Schools

Reimagining Instructional Time/ Instructional Day Proposal

County: Monroe County Schools

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List/Description of Submitted Files:

Appendix A – Monroe County Schools 2016-2017 School Calendar

Appendix B – Monroe County Schools 2016-2017 School Calendar (List View)

Appendix C – Snow Packet Exemplars

Application:

1. Describe your overall approach for reimagining instructional time/instructional day.

Monroe County's approach for reimagining instructional time/ instructional day utilizes the current Outside School Environment Days (OSE) and Preparation for Closing School Day (P) in the 2016-2017 school calendar to make up instructional days lost due to inclement weather conditions. Monroe County has 7 days that can be converted into instructional days to recoup time lost due to inclement weather. The chart below defines these possible 7 days that can be converted into instructional make up days. (See Appendix A – Monroe County Schools 2016-2017 School Calendar)

Inclement Weather Closed Day	Make Up Day	Definition of Day
Day 1	March 3, 2017	OSE Day
Day 2	March 10, 2017	OSE Day
Day 3	March 17, 2017	OSE Day
Day 4	May 31, 2017	OSE Day
Day 5	June 1, 2017	OSE Day
Day 6	June 2, 2017	OSE Day

Monroe County Schools proposes to utilize a maximum of 5 snow packets containing meaningful instructional materials selected by school based teams that ensures at least 5 hours of instruction per packet. These packets would be utilized during school closures on Day 8, Day 9, Day 10, Day 11, and Day 12. Monroe County Schools employees would report to work on a one hour delayed schedule on these reimagined instructional time days. The learning environment for students will be outside of the school in locations such as students' homes, relatives' homes, or public libraries.

If weather conditions on one of the days identified as a reimagined instructional time day were too severe for employees to report, Monroe County Schools may choose to reschedule the reimagined instructional time day for a later Out of Calendar Day in June.

Monroe County's reimagined instructional time day will allow students to continue learning appropriate grade level content on Day 8, Day 9, Day 10, Day 11, and Day 12 in lieu of a later make-up day in their classrooms while still having access to school personnel for support. Special consideration in selection of learning materials for the snow packet will be ensured to support the learning of Pre-Kindergarten through second grade students. Materials at this level will focus on reinforcement and integration of previously taught skills and will not require the use of technology. For grades 3 through 12, instruction will focus on reinforcement and integration of content in all core content areas and other courses students are scheduled for and may be accomplished through a blended paper and pencil and technology-based approach as deemed appropriate. Provisions will be made for any student without internet access to have an appropriate alternative method to complete technology-based assignments. This may include downloading materials at school before anticipated reimagined instructional time days, use of resources such as an iTunes U or similar digital resource, or paper and pencil based assignments. Special education teachers will assist in ensuring snow packet instructional materials are modified as appropriate for students with individualized education plans.

Students will have 2 days upon returning to school to submit their assignments either paper based or utilizing technology.

2. How have you involved stakeholders in planning this approach?

Reimagined Instructional Time was presented to the Monroe County Board of Education when first approved by the WVDE. Subsequently, Monroe County Schools obtained stakeholder support by discussing reimagined instructional time as a Monroe County Schools Leadership Team, Administrators, and Faculty Senate Chairs. Information was presented to principals who then discussed reimagined instructional time during school level meetings such as Faculty Senate and Local School Improvement Council meetings. Principals provided feedback from their discussions to the Monroe County Schools Leadership Team so that the information could be incorporated into the application.

3. Provide exemplars of how the school schedule will be significantly different than the current schedule. (e.g. staggered start times for groups of students/teachers, amount of class time for high school courses, use of integrated teams to deliver blended content at middle or high school levels, ongoing time for staff collaboration and professional learning, activities facilitated by community groups, varied groupings or rotations of student groups)

- Instructional time will equal a minimum of 5 hours.
- Students will determine the order in which to complete class assignments.
- Starting and ending times for packet completion will vary.

4. Communication plan for ensuring parents are aware/informed of days that might be early release or dismissal or will involve the use of community/parent groups during the school day.

Monroe County Schools will utilize the Synervoice call and text system to provide notification to parents and employees. In addition, information will be disseminated through Remind 101, news media and the WVDE School Closings webpage. Schools will provide additional information to their students and parents via Synervoice messaging, school websites, and any other avenue deemed appropriate by the school principal.

5. Describe how the proposal impacts WVBE Policy 2510 and WVBE Policy 3234.

The use of Snow Packets continues to follow WVBE Policy 2510 and Policy 3234.

6. What evidence of capacity and previous experiences with non-traditional environments does the county have?

Monroe County Schools has traditionally used snow packets in the past to facilitate the learning process when inclement weather led to extended loss of instructional time.

Monroe County has had 1:1 technology for students in grades 7 through 12 and is currently furthering that initiative each year by adding additional grades. With this level of technology integration, and the professional development provided to teachers for the use of this technology, teachers and students are becoming accustomed to online learning programs and management systems that will facilitate effective integration of reimagined instructional time.

7. What learning management system will the county use to manage non-traditional component of the program? What features does the system possess that can track student participation and measures of learning? What other digital platforms, applications or tools will the district use to ensure learning is taking place on reimagined student attendance days/instructional days?

Monroe County will utilize programs such as Livegrades, Google Classroom, and Office 365 as management systems for reimagined instructional time. Livegrades is a grading platform that allows communication between school faculty and parents and students. Assignments can also be uploaded into Livegrades. Google Classroom allows teachers to assign, annotate, collect, and grade assignments. Office 365 provides email, word processing, and presentation tools.

Schools also have additional technology resources that may be used such as online learning sites and digital textbooks.

8. Describe the protocols for instituting and communicating a reimagined student attendance days/instructional day.

Upon approval by the WVDE, Monroe County Schools will inform parents about reimagined instructional time plans through Synervoice messaging, district and school webpages, Livegrades, and the Monroe County Schools newsletter. The local newspaper will also be utilized.

When a reimagined instructional day will be utilized, notification will be made via Synervoice messaging and the WVDE school cancellation website that a school cancellation has occurred and that it will be a reimagined instructional time day. Employees will be reminded to report on a one hour delay. Parents and students will be informed which snow packet corresponds to the reimagined instructional time day. Upon their return to school, students will have 2 days to submit snow packet assignments.

Teachers and administrators will be available to students for most of the day. Parents and students may contact teachers as needed for assistance in completing snow packet assignments.

To prepare for implementation of reimagined instructional time, principals and teachers will prepare snow packet materials for a maximum of 5 reimagined instructional time days that contain a minimum of 5 hours of student work. Instructional assignments must address all scheduled content areas but may do so through integration of content areas in cross-curricular assignments. Snow packets will be created by November 1, 2016.

9. Please describe in detail the process the county will implement on a reimagined student attendance day. Please include how you will account for all students' access to on-line resources and how you will provide equitable instructional materials for those students that do not have access to the internet. Include how community partners will be engaged and any opportunities that exist at community locations or if the county will open schools to provide access.

When a reimagined instructional day will be utilized, notification will be made via Blackboard messaging and the WVDE school cancellation website that a school cancellation has occurred and that it will be a reimagined instructional time day. Employees will be reminded to report on a one hour delay. Parents and students will be informed which snow packet corresponds to the reimagined instructional time day.

Special consideration in selection of learning materials for the snow packet will be ensured to support the learning of Pre-Kindergarten through second grade students. Materials at this level will focus on reinforcement and integration of previously taught skills and will not require the use of technology. For grades 3 through 12, instruction will focus on reinforcement and integration of content in all core content areas and other courses students are scheduled for and may be accomplished through a blended paper and pencil and technology-based approach as deemed appropriate. Provisions will be made for any student without internet access to have an appropriate alternative method to complete technology-based assignments. This may include downloading materials at school before anticipated reimagined instructional time days or paper and pencil based assignments. Special education teachers will assist in ensuring snow packet instructional materials are modified as appropriate for students with individualized education plans.

Students will have 2 days upon returning to school to submit their assignments either paper based or utilizing technology.

Attendance during reimagined instructional time days will be documented through the student and /or parent logging into Google Classroom or via submission of assignments in either hard copy or electronically, as appropriate.

10. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity they will need to provide quality blended instruction to students.

a. Provide exemplars representative of instruction to be provided for each programmatic level as well as content area. The exemplars should also include methods for accommodations or modifications where appropriate. At least one exemplar must be illustrative of the program's contingency plan for students unable to participate in the reimagined student attendance days/instructional day's primary instructional delivery method.

Monroe County teachers have received extensive technology professional development and continue to receive support via Technology Integration Specialists, and School Curriculum Specialists in the continued integration of technology, instructional strategies, and in the use of adopted digital textbooks.

Furthermore, Monroe County teachers participate in professional learning communities, collaborative planning, and school leadership teams as well as other teams within the building. Monroe County has the capacity to effectively create, manage, and deliver meaningful, standards-based instruction and monitor for effectiveness.

Exemplars for sample snow packet activities for each programmatic level are as follows (See Appendix C):

Pre-Kindergarten – 2nd Grade (all printed materials)

ELA

Story "Sam Will Play" and comprehension questions – Students will read the story "Sam Will Play" and answer comprehension questions related to making inferences from text.

Poem "Bug in a Rug" – Students will practice reading the poem "Bug in a Rug" several times. Students will draw a picture of a bug sleeping nice and snug on a rug and write a sentence. Students will use words from the poem to complete a word study in the -ug and -eep families.

Word Ladders – Students will complete the word ladder. Clues will be given about the next word on the word ladder. Students will change a letter or letters to make the new word.

Nouns "Who Did That?" – Students will draw an X on each word that is not a noun. Then, use the remaining nouns to complete sentences.

Mathematics

Time to the Half-Hour – Students will complete worksheets on telling time to the hour and the half hour.

Subtraction – Students will answer problems on subtraction facts, demonstrating fluency for subtraction within 10.

Catching Fish – students will read the article and answer questions using place value to round whole numbers to the nearest 100.

Science

"Signs in the Sky" and "Mapping Sunshine and Rain" – Students will read the informational texts and complete the included written assignments covering context clues, antonyms, dictionary skills, a hidden message puzzle, test taking skills, and a writing assignment

Students will create an animal. They will name and classify their animal; describe their habitat; describe their appearance; as well as indicate the food they eat.

Social Studies

Students will read a passage on Ruby Bridges: A Brave Child. They will use close reading strategies to read and answer questions that incorporate many reading/language arts standards.

Students will compare/contrast the cultures of different Native American groups using articles and comprehension questions from education.com

3rd – 5th Grade

ELA

Gym Jam Literacy Text – students will complete the realistic fiction reading and text-dependent questions. Students will accurately quote from literacy text when explaining what the text says explicitly and draw inferences from the text.

Mathematics

Practice It Exercises – students will use Study It Examples to work problems and change between units of capacity. Students will convert among different sized standard measurement units within a given measurement system.

Science

Students will be provided with access to the FossWeb website in which they will explore investigation extensions and virtual investigations. They will complete comprehension questions based on their exploration and virtual investigations.

Social Studies

History/Government – students will be given a passage on the Emancipation Proclamation and the 13th, 14th, and 15th Amendment to the Constitution. This passage is followed with a comprehension questions and a summarizing activity. Students will also summarize the 13th, 14th, and 15th amendments to the constitution.

Students will read a passage comparing patriots and loyalists from the Revolutionary War. Students will then be asked a series of comprehension questions about this passage.

Middle School

ELA

Students will complete Brief Writes Practice based on prompt provided.

Students will use close reading strategies and read "Mom and Dad in the Military". Students will utilize complete sentences to identify the main idea of the passage, purpose, and text structure of the article. Students will explain each element.

Students will complete the Grammar Attack packet: compound and complex sentences, proper nouns, figurative language, and Everyday Edit.

Students will read the article and write a paragraph citing evidence from the article.

Mathematics

Graphing your story – students will sketch a graph and write a short story related to the graph as directed on attached handout.

Using the guided instruction packet, students will use strategies to answer questions by inserting a grouping symbol into given expressions. Students will evaluate each expression.

Science

Analyzing Data – students will complete the handout on bat adaptations. Students will analyze and conclude questions and attach a paragraph describing how adaptations in teeth lead to healthier bats, citing examples from the reading.

Social Studies

Meriwether Lewis – Complex Text using Graphic Organizer (from WVDE Smarter Balanced Digital Library) – Students will read an excerpt from Meriwether Lewis' journal, a primary source document, and use a graphic organizer to assist in reading a complex text. These materials can be converted to a pdf file and placed in Google Classroom or be provided as a paper copy.

High School

ELA

Students will complete the journal entry: An investment in knowledge pays the best interest – Ben Franklin. Do you agree with Franklin's statement? In what ways you invest in knowledge, and how can you gain interest from that investment?

Students will complete the editing handout to demonstrate command of conventions of grammar.

T.H.I.E.V.E.S. Activity – "Who Was August Wilson?" students will complete the questions citing evidence from three articles.

Mathematics

Cafeteria Actions and Reactions – students will read the Cafeteria Actions and Reactions information and complete the equations and inequalities Module 4 questions and graph their equations.

Science

Features of Rock Layers – students will complete the Google Classroom assignment on the History of the Earth.

Students will create their own graph before interpreting it to answer questions.

Social Studies

Civil Rights – students are to develop a chronological timeline of the Civil Rights Movement and complete a five paragraph essay detailing significant events and developments that occurred during the time period.

11. Please describe the deployment of certified and classified school staff on reimagined student attendance days/instructional days. In what ways will certified and classified school staff complete their contractual obligations on these days (access the learning management system from home, serving as facilitator at school or community access points, serving as phone facilitator). Please include a visual representation (e.g., chart, spreadsheet).

Professional and service personnel with contracts less than 240 days will complete their contractual obligations by reporting to their work site on a one hour delay. Professional staff are to be available to students if the students need assistance with learning materials via telephone, Livegrades, email, or other appropriate communication methods. Professional and service personnel may also participate in professional development and/ or school meetings.

Beginning with the first announced reimagined instructional day for Monroe County Schools, employees will adhere to the following responsibilities:

Professional Staff	Reimagined Instructional Time Day Responsibilities:
Teachers	Will be required to grade all work submitted by students. Will respond to students' questions via Livegrades, email, telephone or other appropriate communication methods. Will engage in professional development.
School Administrators	Will be available to answer parents' questions and address concerns. Will monitor Livegrades. Will monitor school buildings and grounds. Will adjust curricular and extracurricular schedules.
Counselors	Will address any students concerns that may arise. Will engage in professional development.
School Nurses	Will complete tasks related to school nursing responsibilities. Will engage in professional development.
Technology Integration Specialists	Will be available to address any technology related questions that may arise.
Virtual Homebound Teachers	Will continue with instruction utilizing established technology.
Academic Coaches	Will work with teachers and counselors to address and monitor any student concerns.

Service Personnel	Reimagined Instructional Time Day Responsibilities:
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School Secretaries	Will answer parent and student calls. Will complete other tasks related to secretarial classification.
Bus Drivers	Will remove snow from their buses. Will preview their routes and report findings to the Transportation Department. Will perform routine duties associated with the bus driver classification. Will engage in professional development.
Cooks	Will perform routine cleaning and maintenance of their work areas. Will perform other preparation duties associated with the cook classification. Will engage in professional development.
Aides/ECCATS/Paraprofessionals	Will work in their assigned classroom(s) with teachers. Will engage in professional development.

12. Please describe the process the district will use to collect information on participation, what outcomes are expected and how those outcomes will be assessed on reimagined student attendance days/instructional days?

Monroe County schools will use data from the work students submit via paper and pencil or electronically to collect data on student participation. Students must submit work within two days of their return to school.

Expected outcomes from the use or reimagined instructional time days include mastery of grade appropriate West Virginia standards for the assigned courses. Mastery level will be determined through the graded assignments and future instruction designed to extend and enhance student learning of the standards covered in the snow packets.

13. Please describe considerations given to providing child nutrition services.

Many Monroe County schools have community churches and other civic organizations that provide backpacks of food items to students. Efforts will be made to anticipate possible school closures and use of reimagined instructional time days to facilitate early delivery of these food items.

14. Please provide information about projected impact on budget.

Monroe County Schools may save funds in the following areas:

- Reduction in fuel costs
- Reduction in school bus repairs
- Reduction in school facility repairs
- Reduction in water, sewer, natural gas, and electricity costs
- Reduction in the cost associated with snow removal
- Reduction in substitute payroll costs.

We certify this application was reviewed and approved by the Monroe County Board of Education at a regular meeting of the Board on _____ (date).

Superintendent – Date

Local Board President – Date

Submissions made to Division of Teaching and Learning – W. Clayton Burch, Chief Academic Officer – wburch@ak12.wv.us