DEFINITION

The school calendar shall provide a minimum of 180 instructional days, of which the county board of education will ensure that prior to the beginning of each school year, the principal and teachers at every school determine time allocations that, based on the needs of the students, maximize engaged instructional time and limit disruptions during the school day within the regular and alternative school calendars for specific instructional programs. The instructional time shall be organized to maximize academic learning time by ensuring:

- sufficient time is provided for students to master content and skills as specified in all applicable state-approved content standards and objectives – collaborative, grade level school teams combined with accountable, flexible and sufficient planning and preparation time for educators results in higher level professionalism, decision making and quality/engaged instructional experience.
- emphasis is included to articulate an eight hour work day for each and every educator.
- a mechanism or processes/procedures are in place to certify a consistent and measureable instructional days and/or instructional time.

Remember, the primary responsibility of instructional leaders is to create and provide a learning environment for both child and adult learners.

Aronoson, Zimmerman, and Carlos (1998) presented these three ways of describing education time:

1. **Allocated time** is the total number of days or hours students are required to attend school.

2. **Engaged time** is the time when students are participating in learning activities or "time-on-task."

3. **Academic learning time** is that time when an instructional activity is perfectly aligned with a student's readiness and learning occurs.

The researchers report these findings:

1) There is little or no relationship between allocated time and student achievement.
2) There is some relationship between engaged time and achievement.
3) There is a larger relationship between academic learning time and achievement.
The implication of the research is that "it is the quality of education time that is the critical determinant of how much students will learn. When combined with good school and classroom management and with effective instruction, time becomes an important variable in student learning. To the extent that students spend more time actively engaged in learning activities, particularly when at an appropriate level of difficulty, their achievement will increase."

CURRENT DEFINITION FROM WVBE POLICY 2510

7.2.d. Ensure that prior to the beginning of each school year, the principal and teachers at every school determine time allocations that, based on the needs of the students, maximize engaged instructional time and limit disruptions during the school day within the regular and alternative school calendars for specific instructional programs.

7.2.d.1. School calendars and schedules shall be organized to maximize academic learning time through a variety of strategies which may include, but are not limited to, restructuring the school day, providing tutorial sessions, utilizing appropriate technology, extending the school day and/or extending the school year.


7.2.d.3. The school calendar shall provide, at a minimum, 14 hours per week for Pre-K, and an instructional day of 315 minutes for kindergarten and grades 1-5, 330 minutes for grades 6-8, and 345 minutes for grades 9-12.

7.2.d.4. Co-curricular activities may, by their nature, be scheduled without regard to the use of accrued instructional time.

13.42. Instructional Term – The period of time from the opening of school to the closing of school. The specific dates for each county’s instructional term are set by the county board of education and must include a minimum 180 days of instruction. (See WBE Policy 3234 and W. Va. Code §18-5-45.)
CONCEPTUAL THINKING ABOUT THE PILOT

Pilot encompasses standards-driven teaching and learning by looking at instructional time through two lenses:

1. How to re-create the school day to provide flexibility for both student and adult learning, as well as certain school/community activities.
   a. Use of instructional teams to deliver integrated learning (issue of multiple credits earned through a humanities approach, a STEM approach, etc.)
   b. Provide for assemblies, clubs/enrichment, etc.
2. How to provide instruction on what normally would be a lost instructional day (i.e. snow day)

Systems selected for pilot may reimagine instructional day and/or the school calendar to provide for:

- Remedial and enrichment opportunities that build student skills and interests, and deepen student engagement in school/learning
- Expanded learning time in school, including alternative schedules and calendars
- Time for teacher leadership and collaboration (collaborative planning time, on-site targeted PD) focused on strengthening instructional practice, deepening content knowledge, and meeting school-wide achievement goals
- Anywhere/anytime learning opportunities for secondary students – technology, community partnerships, internships, externships
- Anywhere/anytime learning opportunities for ensuring at least 180 days of instruction

The reimagined instructional day and/or school calendar:

- Is supported by stakeholders (teachers, staff, parents)
- Has the differentiated instructional day/time for the various programmatic levels waived (e.g. 315 for elementary, 330 for middle and 345 for high schools)
- Provides innovation in daily schedule for both students and adults
  - leaders view master schedules, not as a fixed entities to which students are fitted, but instead view schedules as just another tool to meet the needs of students
- Must provide an average of minimum 5 hours of instruction for 180 days (900 hours)
- Has a required 8 hour work day for all educators regardless of innovations developed for instructional day/time
- Delivers at least 175 instructional days for seniors (aligned with traditional superintendent interpretation that seniors dismissed 5 days prior to last scheduled instructional day)
- Could provide a full-time virtual experience for high school students – However: no exception to assessment; monitoring; contact with virtual teacher; school/county monitors attendance – certain amount f2f time; all exams proctored at schools; consider the impact on FTEs and funding
- May be differentiated for various programmatic levels if necessary (e.g. may continue traditional snow days for elementary but may deliver a reimagined day for middle/high schools)
- May provide for up to 5 days that are reimagined student attendance days/instructional days
o These days must provide for same amount of instructional time as regular attendance day
  ▪ Elementary/early learning levels should have limited reimagined student attendance days/instructional days as they are not independent learners like middle/high school students. We also cannot rely on family engagement/equity for all young children.

o The program may be online, offline or combination of the two; however, if the program consists of elements that rely on public broadcast or internet access, comparable options must be available to students and teachers unable to access the resources due to a lack of power, technology or connectivity.

o Plan must clearly delineate strategies for complying with FAPE requirements under the federal IDEA, including the delivery of services on reimagined student attendance days/instructional days as well as the provision of any missed services and/or compensatory time afterwards.

o Reimagined student attendance days/instructional days may be used at any time during the scheduled school year but the cumulative number cannot exceed 5

o Establish protocols for staff that would not report, e.g. service personnel or for staffing when a programmatic level could be on snow day and another programmatic level using a Reimagined student attendance days/instructional day

o Consider providing for child nutrition services when multiple reimagined student attendance days/instructional days occur in a row

o Consider the fiscal impact of reimagined student attendance days/instructional days, e.g. revenue, unexpected costs
SUBMISSION AND APPROVAL PROCESS

County:

Contact Name:

Contact Email:

Contact Phone:

List/Description of Submitted Files:

Application:

1. Describe your overall approach for reimagining instructional time/instructional day.
2. How have you involved stakeholders in planning this approach?
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)
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

If the Reimagined Time Application includes provision for reimagined student attendance days/instructional days, the application must also include:

5. What evidence of capacity and previous experiences with non-traditional environments does the county have?
6. 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?
7. Describe the protocols for instituting and communicating a reimagined student attendance days/instructional day.
8. 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.
9. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity the 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.

10. 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).

11. 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?

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

13. Please provide information about projected impact on budget.

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

Superintendent – Date

Local Board President – Date
### Reimagined student attendance days/instructional day

<table>
<thead>
<tr>
<th>CULTURE &amp; MANAGEMENT</th>
<th>LEA has:</th>
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<tbody>
<tr>
<td>Secured stakeholder support</td>
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<tr>
<td>Established and communicated expectations for staff, student and parent preparation for participation in reimagined student attendance days/instructional days</td>
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<tr>
<td>Methods for determining staff participation and student attendance</td>
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<tr>
<td>Established contingency protocols for students and teachers unable to participate in reimagined student attendance days/instructional days</td>
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<tr>
<td>Planned for the accessibility of student services</td>
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<tr>
<td>Defined protocols for instituting and communicating the occurrence of reimagined student attendance days/instructional days</td>
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<td>Process for monitoring the implementation and evaluating the efficacy of reimagined student attendance days/instructional days</td>
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<tr>
<th>CURRICULUM &amp; INSTRUCTION</th>
<th>LEA has:</th>
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<tbody>
<tr>
<td>Provided professional learning on curriculum design for asynchronous instruction</td>
<td></td>
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<tr>
<td>Provides professional learning on instructional and classroom management practices for virtual environments</td>
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<tr>
<td>Offered guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements</td>
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<tr>
<td>Established procedures for maintaining the currency and relevancy of curriculum and content</td>
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<td>Instructional exemplars constructed to progress student learning in support of course objectives</td>
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<td>Planned for all subject areas and student subgroups</td>
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<td>Provided tools to facilitate assessments to ensure student engagement and mastery</td>
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<tr>
<td>Provided synchronous instructional supports for students seeking assistance</td>
<td></td>
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<tr>
<td>TECHNOLGY &amp; SUPPORTS</td>
<td>LEA has:</td>
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<tr>
<td>Established technology standards that support complete access to online learning services and resources used during reimagined student attendance days/instructional days</td>
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<tr>
<td>Procedures for identifying and resolving inequitable off-campus student and teacher access to online services and resources</td>
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<tr>
<td>Supports for the technical solutions required for modifications and/or accommodations during reimagined student attendance days/instructional days</td>
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<tr>
<td>Established Acceptable Use Policies and employs measures to ensure the Internet safety and security of students accessing school services and resources</td>
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<tr>
<td>Provided training to staff, students, and (if applicable) parents on how to access and use online services and resources</td>
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<tr>
<td>Systems for offering technical assistance and support during reimagined student attendance days/instructional days</td>
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<tr>
<td>Established equitable offline options for teachers and students unable to access online services and resources</td>
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TIMELINE

Informational webinar – July 2015
Face to face meeting of interested districts – August 2015
Application and other information posted to WVDE webpage – August 2015
Technical support by WVDE – ongoing
  • provide examples of variety of schedules – also ways of resourcing schedules staffing, kids, volunteers
  • resources/support/technical assistance

Applications due to WVDE by March 1, 2016, unless submitting addendum to 2015-16 calendar
  • Application/narrative
  • Exemplars
  • Supporting artifacts
  • Must be in commonly accessible file formats (e.g. PDF)
  • Must be submitted electronically
  • A website will be developed to host applications, supporting documents, etc.

Review of applications by review team during the month of March 2016. The review team will be appointed by the WVBE with input from Reimagining Time Committee and WVDE.
  • Develop a rubric for reviewers’ use that will align to the application process

State Board approval and notification to districts by April 2016

Technical assistance sessions for approved districts
  • Beyond the WVDE system of support to the targeted district(s), the Office of Research shall assist with survey development and a longitudinal study of the approach to the pilot.

Approvals will span a three school year time period, beginning with the 2016-2017 school year.
A significantly modified Reimagined Time Plan must be resubmitted to WVDE/WVBE and receive a new approval before the LEA can effect the change(s).