

**Non-Traditional Instruction Program
Application for Districts New to the Program
2015-2016**

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

District	Clinton County
Date	April 30, 2015

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

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

<p>The Clinton County School District is committed to providing the optimal learning conditions for students to achieve at the highest levels. When students miss so many regularly scheduled instructional days during the year, the continuity of their education is adversely affected. The district has developed a non-traditional learning plan that will allow students to continue their educational momentum during times when "traditional" school days are not an option. Our non-traditional learning plan relies upon a blended learning approach that personalizes learning and provides equitable instruction to all students when school is not in session. Through working online or with prepared packets of individual assignments, students will be afforded quality learning opportunities that extend beyond the classroom setting.</p> <p>Through a variety of internet-based programs accessed through the district website, our students currently have the capability of accessing instruction at any time. An internet-based method and Cyber-snow folders for all students will roll out by January 5th of 2016. Teacher web pages will post virtual Cyber-snow day assignments for students with internet accessibility. Cyber-snow folders containing hard copies of assignments will be sent home with each student. Folders will contain detailed assignments for each day. Folders will be color-coded to signify which assignment students should access on a given Cyber-snow day. Student folders will have assignments for each class in which they are enrolled. Assignments (either online or in hard copy) will focus upon developing in-depth understanding and mastery of appropriate common core and core content standards. Based upon their personalized learning paths, students will have assignments appropriate for their individual needs.</p>

To allow students and parents the ability to contact teachers regarding instructional activities, the district will have two options available. Certified staff will either (1) report to their school to answer calls (if travel is acceptable); or (2) access CIITS or other learning platforms online. Teachers may also use additional online sources (via Google Domain or email, texting, etc.) during Cyber-snow days to be available for live access to students and other colleagues.

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

The district has sought input from a variety of stakeholders in the crafting of the non-traditional instructional plan. In April, the district convened a meeting with representatives of each school, including principals and teacher leaders. The district followed up a presentation of the concept at a community coalition meeting, seeking suggestions from parents and other community members. A follow-up meeting with teacher leaders solidified the structure and focus of the plan. The district will utilize school orientations and regularly scheduled staff work days to conduct parent, student, community, and staff forums to train and inform all stakeholders of the Cyber-snow plan's benefits, details, and procedures once we receive approval from the Kentucky Department of Education to move forward.

2. What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

Clinton County currently operates an alternative education center known as Clear Creek Academy within the confines of its high school. The alternative center operates using the blended learning model. Students utilize online learning, mainly through the OdysseyWare program, to accumulate course credits at their own pace. A teacher is available to assist them when they struggle or need additional instruction.

The Clinton County School District also has an A6 school known as Foothills Academy, which provides instruction at a juvenile justice facility in the county. Foothills Academy also very successfully utilizes blended learning. Teachers alternate classroom instruction with student work on the online Apex program. Again, learning is individualized and students move through online lessons at their own pace.

All of the schools in the district, from the early childhood center to the high school, have experience using non-traditional forms of teaching and learning. Many students, particularly those in the G/T program, participate in self-paced learning. Students can access online content, watch teacher-made videos, complete assignments, and learn material at their own pace. The content and skills students master are the same as in the traditional setting, only the delivery method is different.

Students in our district also have experience in project-based and cooperative learning, along with traditional classroom instruction. Project-based learning occurs frequently, as students learn skills and then apply them to achieve mastery through a project, such as developing a business, putting on a performance, or growing vegetables in garden. Service-learning and cooperative learning also gives many students forays into non-traditional instruction through job shadowing, career mentoring, and community-based service projects.

Our district has ample experience in utilizing proven online sources for instructional purposes. All of our schools currently utilize online programs and blended learning to a certain degree. The following digital programs form key components of the instructional approach at each school and are utilized by teachers on a regular basis to provide classroom instruction in core content. Most of these programs also have home connections, so students already have experience accessing them from home, during after-school programs, or at community sites.

- Study Island
- OdysseyWare
- IXL Math
- Accelerated Reader
- Accelerated Math
- Reading 360
- Digits
- ALEKS
- Achieve 3000
- Ten Marks
- Kentucky Virtual Library
- KET and BAVEL online courses

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

Students, parents, staff and community members will be notified of the non-traditional status day via our One Call Now System, radio messages, website announcements, and school social media sites.

The district will utilize both online sources and packets for students. Students with internet access will be able to access and complete assignments online through a combination of the online sources listed above. Students without internet access will have assignments printed out and placed in packets. All students will receive the packets at the beginning of the second semester of school, in case a student loses internet access sometime during the school year. Teachers will be available for assistance in a variety of ways. Some certified staff will be on-site at the school to answer phone calls and work with students who might choose to come to the schools to work in the computer labs. Other teachers will be available by text, email, and Google Domain, which allows for live chat and real-time collaborative editing of papers and student work. Individual school and teacher websites will be utilized to offer alternative assignments, academic tutorials, and/or additional practice.

Assignments will be standards-based and will be directed toward achieving mastery of pre-identified state standards. Following each non-traditional day, students will have two days to submit completed assignments. On the third day after the non-traditional day, each teacher will compile a Class Status report to denote student participation for each nontraditional day. Participation will be defined as student completion of the assigned work at a passing level. Within one week of the non-traditional day, each school will submit a School Status report to the district office for review of effectiveness and participation levels.

- b.** If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

The district is in the process of becoming a GASE (Google Apps for Education) district. Our district's Google Domain will allow all students and teachers to have access to Google Drive and Google Apps for Education. By using this program, all teachers and students can have online communication through live chat and real-time collaborative editing. Many of the non-traditional lesson assignments (particularly those in the core content areas) will come from a variety of the research-based online programs described earlier in this application (such as Study Island, OdysseyWare, Accelerated Reader and Math, etc.). These programs provide detailed reports that track student progress and participation. All of these programs are aligned with the Kentucky Digital Guidelines by allowing anytime, anywhere learning at the students' own pace. All content within the platforms is aligned to the common core standards.

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

For those students who do not have internet access, they will receive packets with printed out assignments and materials. The assignments will mirror those being completed by students online. They will be focused upon specific content standards and designed to facilitate mastery. Students will be able to access certified personnel by telephone to receive help. Students will be well-prepared to utilize the packets for instructional purposes, as all teachers will conduct a thorough discussion of the process and procedures for the non-traditional learning at the time students receive their Cyber-snow packets.

- 4. a.** How will the district account for all students' access to on-line resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

Students will be able to garner access to online resources at several locations. First, each school will be open during the non-traditional day to allow students who are able to come to school access to the computer labs there. The public library also has internet-connected computers for public use. There are also several public places (e.g. McDonald's) with free wi-fi access for the public. All students will be given hard copies of the educational materials in their Cyber-snow folders in case they are unable to access the assignments. Packets will also reflect the needs of students who need accommodated materials, such as large print or braille. Special needs students who require readers will have access to online programs with oral accommodations. Those without internet access can call certified personnel for help understanding assignments.

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

Community partners who offer internet access, such as the Area Technology Center, Somerset Community College Clinton Center, and the public library, will be contacted on non-traditional days, so they will be prepared to assist any students who need to use their computers during that time. The Early Childhood Council will conduct informational sessions for daycare providers, so the daycare providers can provide assistance to children who will be under their care during days traditional school is not in session. Members of the media will also be well-informed of the non-traditional days, as their help in disseminating information to parents will be invaluable.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

Experienced staff members have been previously trained in the use of existing technology platforms and online resources. However, additional training will be provided not only to refresh returning certified staff, but also to initially develop new staff members. Prior to the beginning of the 2015-16 school year, certified staff will be offered training sessions related to (1) Implementation of Google Domain; (2) Effective Usage of Current Online Resources (e.g. Study Island, Rosetta Stone, etc.); (3) Most Effective Methods of Utilizing Teacher Websites to Enhance Instruction; and (4) Best Practices for Utilizing YouTube and Other Blended Learning Resources. These professional development sessions will be facilitated by district IT personnel.

Teachers will also continue to receive training and practice in utilizing CIITS. Teacher leaders at each school will conduct a ½ day review of CIITS prior to the beginning of the school year.

Teacher Leaders at each school will also lead efforts to prepare high-quality instructional assignments aligned to common core and state content standards. During weekly PLC's, teachers will work together as grade level and content-area teams to identify the standards to be selected for inclusion in the Cyber-snow packets. PLC teams will prepare the assignments, develop common assessments to determine proficiency levels, and ensure the availability of accommodated materials for students who need them. The district also has included two "work days" in the calendar for teachers during the first semester, where they will be working with their PLC teams to refine the instructional assignments, upload them to applicable websites, and have the Cyber-snow folders ready for each student. By no later than the first day of the second semester, teachers at all grade levels will have Cyber-snow folders ready to distribute to students and families.

During the two "work days" in the calendar, school administrators will meet together to develop procedures to indicate student completion of the instructional assignments during Cyber-snow days. They will also jointly develop a communication plan that will focus on procedures, notifications, and processes to facilitate a smooth implementation of the non-traditional days at each grade span.

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

Certified staff will have the option of fulfilling their contractual duties in a variety of ways. First, staff who are able to travel can report to the school and answer student calls and emails, as well as work in the computer labs with any students who might choose to use them. Teachers who choose to work from school will have their time documented through sign-in sheets.

Staff planning to work virtually will be expected to keep a log of the activities that fulfill their contractual obligations from 8 a.m. to 3 p.m. Principals will discuss with staff prior to the use of any non-traditional days the types of work that will be acceptable. First, teachers will be expected to communicate with students who need assistance via email or Google Domain. (All phone calls will go to the school.) As this communication will occur digitally, there will be a timed record of these contacts.

For times when teachers are not assisting students in the digital realm, each school will have an agenda of directed activities posted on their website for each non-traditional day. Focal areas for staff will vary based upon school needs. For example, principals may wish their faculty to develop documentation for specific program review indicators, develop formative assessments on CIITS, monitor student progress through CIITS, develop RTI plans for students based upon MAP scores, etc. Staff will provide their supervisors with both a log of how their time was spent as well as copies of documents produced during their time as evidence of their work.

- b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

Classified staff will fulfill their contractual obligations through prescriptive job duties as assigned by their immediate supervisor. Supervisors will meet with the superintendent to ensure that make-up job duties are equitably assigned and of value to the district. Make-up contract days for classified staff will be added to the calendar at other times (most likely the end of the instructional year) when their services will be more beneficial to the district than during non-traditional days. Classified staff will be informed of this plan by the superintendent before the school year begins. Timelines and job duties for make-up contractual days will be communicated with classified employees by their immediate supervisors no later than one week after the non-traditional day occurs.

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

Student participation will be gathered based upon the completion of the non-traditional instructional assignments. All students will complete pre-designed instructional activities each day that the superintendent designates a Cyber-snow day. Student activities will include lessons from all content areas included on the students' current schedule. Students will have two days to complete the assignments and return them to teachers. On the third day after the non-traditional day, each teacher will compile a Class Status report to denote student participation for each nontraditional day. Participation will be defined as student completion of the assigned work at a passing level. Within one week of the non-traditional day, each school will submit a School Status report to the district office for review of effectiveness and participation levels.

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

Staff participation will be determined through sign-in sheets for teachers working at the schools and through hourly logs of work performed (which may include contact logs with students and other work as assigned by their supervisor) for those working virtually. Documents produced will serve as evidence of work completed. Teachers can also use evidence of time spent through email, Google Docs, CIITS, or other technology-based platforms, which keep detailed accounts of login times and time spent on task.

8. a. What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)

Specific learning outcomes will be determined in grade-level and content-based PLC's during the first semester of the school year. The learning outcomes will correspond to mastery of identified state content standards. Teachers can make assignments based upon selected standards and monitor student completion of the assignment online, including whether or not a student has completed an assignment with an acceptable standard of proficiency.

Students who complete work digitally using online applications or Google Domain will have ample evidence of meeting specific learning outcomes. The programs keep a detailed account of time on task, percentage of correct work, and specific standards mastered. In addition to lessons, the main learning platforms that will be used (e.g. Study Island, OdysseyWare, Accelerated Math, Rosetta Stone, etc.) have assessments for each standard so that students can demonstrate proficiency.

Students who complete the hard copy packets of assignments will also have activities designed to lead to the achievement of selected standard(s). Teachers will hand grade these assignments when students return them to school and use the same proficiency rubric as applied to the online work.

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

The learning on non-traditional days must be of high quality to ensure that education is not devalued in this process. First, as instructional assignments are prepared in PLC's, teacher leaders will ensure that all packets contain appropriate levels of expectations. Students should not be able to gain attendance credit for a full day by working at home for only an hour. Non-traditional lessons will have specific learning targets congruent to specific content standards. Teachers will utilize rubrics to ensure that students understand the expected level of quality to reach proficiency on the assignment.

If the assignment is high quality, then, just as with a regular school day, some students will have difficulty. A plethora of resources will be available to provide help to struggling students. Internet-based tutorials, video links, teacher-made Powerpoints and other links will be available for students needing academic intervention. Furthermore, teachers will be available to provide real-time help for students by phone, email, online, and even in person at the school.

Students, for whatever reason, who do not complete their assignment to the expected proficiency level, will be given two days after the non-traditional day to redo their assignment. During that time, the student can get additional help from faculty during school intervention periods or at after-school tutoring. Students will not, however, be allowed to work on non-traditional day assignments during regular instructional time the next school day, as this practice defeats the entire purpose of the process.

9. a. Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

Each special needs student will receive specially-designed and accommodated instructional assignments for non-traditional days prepared by his/her special education teacher. Assignments will be modified to meet the needs of each child, whether that means decreasing the number of problems a student will complete, changing a text to have a more appropriate reading level, or providing large print materials. Students who require manipulatives to complete assignments will have the manipulatives included with his/her Cyber-snow folder. Online resources will also be available for special needs students. Online assignments using learning platforms can be modified to meet individual needs as well. On non-traditional days, special education students can get help from regular classroom teachers and special education teachers either via phone or email.

Non-traditional days will be a topic of discussion at each ARC meeting during the school year. The ARC will ultimately make the decision about special needs students' level of participation in non-traditional instruction and what instructional modalities will best serve the individual child. In designing assignments and Cyber-snow folders for IEP students, teachers will be guided by the recommendations of the ARC.

- b.** Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

Students who are identified as ELL or Gifted/Talented will be served similarly to students with disabilities, as lessons will be modified to meet individual needs. Non-traditional days and appropriate lessons will be discussed during PSP and GSSP meetings. Classroom teachers and the G/T teacher will be available for assistance throughout the non-traditional days and will supply students with supplemental resources and materials to meet their academic needs. ELL students will also have the ability to access Rosetta Stone online to help them develop their English skills. G/T students will access their Individual Learning Path in Study Island. Our district has purchased a link between NWEA and Edmentum, which allows Study Island to develop Individual Learning Paths for students based upon their MAP (Measures of Academic Progress) scores. An Individual Learning Path based upon norm-referenced scores means that students will work to master standards and objectives at the appropriate level, not just the grade level. Thus, a 5th grade G/T child who is achieving at the 7th grade level would have much different activities and lessons from the majority of 5th graders.

- 10.** In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

Prior to the beginning of school for the 2015-16 school year, the community will be informed about the non-traditional instructional days. First, the non-traditional days will be explained to the parents and community during orientations and open houses held at each school. These programs are always extremely well-attended. Each teacher will explain to the parents who visit his/her classroom during orientation how the non-traditional instructional days will work. There also be brochures and printed information that parents can take with them.

The district will use traditional media and social media to spread the message as well. Radio segments and newspaper stories will highlight the upcoming changes for students if non-traditional days are in effect. Information will also be placed on the district website and the local cable access channel. School staff members will also present information about the new instructional methods during various community meetings.

Parents will be notified when the non-traditional days are going to be used by the One Call Now system, district website, radio, and cable access channel. Clinton County Schools will be utilizing these days per Board of Education discretion, although the planning committee expressed a firm desire to use only three non-traditional days during the first year of implementation. Cyber-snow days will only “kick in” and be used for instruction once five days of school have already been missed for the year.

Definitions

ARC

An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

Blended Learning

Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)

Digital Learning

Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)

Equitable Instructional Materials

Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.

GSSP

A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP

An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Learning Management System (LMS)

A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate "anytime, anywhere" access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.

Non-Traditional Instruction Day

A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.

Non-Traditional Learning

Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the Clinton County
(school district)

Board of Education at a special call meeting of the Board on April 30, 2015
(date)

Charlotte Bernard
Superintendent Date 4/30/2015

Paula Key
Local Board of Education Chair Date 4-30-15

Terry Holliday, Commissioner of Education Date

Application Deadline: May 1, 2015

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to beth.peterson@education.ky.gov or mail to:

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