

**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

Cloverport Independent Schools

Date

April 16, 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.**

Cloverport Independent's Non-Traditional School Day plan seeks to be proactive in addressing instructional needs that may arise due to school cancellation/loss of instructional time. Our instructional plan will actually be implemented at the beginning of the 2015-16 school year. At that time, students in grades 5-12 will be given access to an online course, developed by our highly-qualified instructional staff, that will present an integrated unit of study aligned with content standards. The course content will be clearly articulated and will contain digital instructional materials, embedded opportunities to digitally interact with instructional staff, clearly defined criteria for completing instructional activities/assignments and complete instructions for navigating/successfully completing the course. The course is expected to take around 65 hours to complete, the equivalent of 10 instructional days. It is important to note that our Non-Traditional Instructional Plan will be activated December 1, 2015 and closed on February 29. Students in Grades K-4 will be provided a selected course from the board approved elementary curriculum based on their grade and performance level.

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

A district leadership team collaborated to develop the initial plan. After the plan was developed, it was disseminated to instructional staff, the board of education and parents for input before the plan was finalized.

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.

Our district has been a leader in technology innovation for sometime now. We began our **Apples for Aces** program in the fall of 2010 by providing Apple iPads for all instructional staff. By the spring of 2013, we had achieved our goal of providing an individual device (iPad, iPad Mini or iPod touch) for every student in the district, K-12. During the current school year (2014-2015), we have added an integrated online learning program using FuelEducation. All middle school students are taking an additional reading class that uses the online platform as the primary instructional tool and provides a highly-qualified teacher as a support for implementing and managing the online curriculum. All high school students are using the online platform in at least one of two ways: to take an entire class online with minimal teacher support or in a blended learning environment integrated with classroom instruction. We are also in the process of developing our own learning management system that will be available via school intranet during the 2015-2016 school year. Our goal is to eventually develop and house our own online curriculum for all courses offered in our district.

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

Students will be given access to an online course, developed by our highly-qualified instructional staff, that will present an integrated unit of study aligned with content standards. The course content will be clearly articulated and will contain digital instructional materials, embedded opportunities to digitally interact with instructional staff, clearly defined criteria for completing instructional activities/assignments and complete instructions for navigating/successfully completing the course. Students will have 90 days to complete the course and earn 65 hours of credit. Transfer students will be provided with online course access upon enrollment and will also have 90 days for course completion.

- 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?

This will be a hybrid model during our first year. Currently grades K-4 will utilize A+ Software and grades 5-12 will utilize Fueled. While we have not made the final decision on which platform we will specifically use next year; Blackboard, Fueled, or Gradpoint, each provide interactive discussion for the online class. Our goal is to develop our own LMS next year and deploy the following year.

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

Our instructional plan is digitally based.

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?

One of our primary reasons for being proactive (implementing the plan at the beginning of the year) is so we can address unique student needs. As our district has a 1:1 device plan, all students will have access to the instructional devices needed to complete the online course. Also, we are offering additional learning opportunities for students who have connectivity issues in their home. For example, students may elect to participate in the before or after-school program to complete their online course so they can take advantage of school-provided access. Or, students may opt to work on their course while at a friend or relative's home where online access is available. For students without any opportunity for access, course content will be pushed out to the devices by our IT. We are also discussing locating Wifi hotspots in all Government housing areas.

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

Online course content will be clearly articulated and will contain digital instructional materials, embedded opportunities to digitally interact with instructional staff, clearly defined criteria for completing instructional activities/assignments and complete instructions for navigating/successfully completing the course. Interested community partners will have the opportunity to view course content and provide input/suggestions regarding course development and revisions. Students who are enrolled in work-based course may opt to use this instead of an online course.

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.

As mentioned earlier, we began our **Apples for Aces** initiative in fall 2010. Our staff have been integrating technology with instruction for several years now and are quite knowledgeable regarding online applications and using them successfully with students. During the past year, middle and high school teachers, specifically, have had the opportunity to develop, organize and manage online curriculum through our partnership with an online provider. This is currently FuleEducation. However, we realize that teachers will need additional professional development and support to develop a complete unit of study that is presented solely through an online platform via the provider selected. If our plan is approved, we will provide initial professional development sessions in late spring/early summer to orient teachers to developing and uploading online content. Over the summer, teachers will have time to develop the integrated unit of study and upload everything in the learning management system. As the course is implemented for the first time, teachers will be expected to monitor and revise their online course as needed.

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.).

Teachers will fulfill their contractual obligations by maintaining an online presence while students are enrolled in the online course, moderating online discussions while students are enrolled in the online course, scoring and providing feedback on instructional activities/assignments submitted through the online course, responding to questions/concerns from students/parents and maintaining accurate records of student course completion.

- 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 school staff will fulfill their contract by making up time at the end of the school year. They will use make-up time to complete professional development/growth activities or working on assigned tasks commensurate with their normal job duties. Instructional assistants, based upon attorney feedback, may utilize before and after school programs to assist students and log their time.

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

As teachers develop lessons and instructional activities, they will assign an approximate time value to those lessons and activities. As a result, we will be able to measure the approximate time by looking at the lessons and activities completed by each student. In addition, time may also be measured by digital applications where a timer is provided. For example, if students are expected to log on to Blackboard as part of their course requirement, access logs will be available demonstrating the amount of time each student spent completing instructional activities.

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

Staff time will be awarded based on multiple aspects that could include:

- Report through Blackboard or equivalent which shows the amount of time logged on and engaged with students.
- Developing all segments of the online course to be hosted on our LAN
- Developing online activities/assignments to correspond with the course segment
- Uploading course content
- Revising/reviewing course content
- Monitoring and facilitating their online class while students are enrolled
- Scoring/providing feedback on student assignments and submitting accurate course participation/completion records
- Reviewing/updating online course content for the upcoming year

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.)

Online course content will be clearly articulated and will contain digital instructional materials, embedded opportunities to digitally interact with instructional staff, clearly defined criteria for completing instructional activities/assignments and complete instructions for navigating/successfully completing the course. Teachers will develop and submit a complete course syllabus that indicates approximate student completion times, as well as clearly identifying the standards addressed in their instructional unit and how those standards will be assessed. Access logs, student submitted work, formative and summative assessments will all be used in measuring successful course completion.

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

As the online course content will be developed by both our highly-qualified instructional staff, and highly-qualified content it will mirror the type of instruction and activities that they typically use in instruction. As mentioned before, online course content will be clearly articulated and will contain digital instructional materials, embedded opportunities to digitally interact with instructional staff, clearly defined criteria for completing instructional activities/assignments and complete instructions for navigating/successfully completing the course.

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.

Special education instructional staff and ARC team members will assist in determining and providing the necessary accommodations so all students will be able to successfully engage in and learn from the online course. For example, students with reading disabilities may use an online text reader to assist with reading online content. Or, students with writing disabilities may use dictation software to assist with written responses. Students with unique learning needs will require unique solutions—the expertise of our instructional staff will be used to address these unique needs.

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.

Our district does not have any ELL students. For students with GSSPs, accommodations identified in the GSSP may also be incorporated in the online course. For example, a student who is receiving accelerated services may be able to participate in an accelerated online course (a grade level higher). Or, a student who receives differentiated individual study may be able to choose a differentiated option over an option available in the online course. Again, students with unique learning needs will require unique solutions—the expertise of our instructional staff will be used to address these unique needs.

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.)

Our district will use all of the communication tools at our disposal to inform the community about the Non-Traditional Instruction plan and how it will be implemented. This includes, but is not limited to: school/district website, school/district Facebook page, school newsletters, flyers sent home, the One Call system as well as local media (newspaper/radio).

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 Cloverport Independent Board of Education.

(school district)

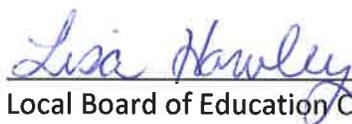
Board of Education at a regular meeting of the Board on April 16, 2015
(date)



Superintendent

4-17-15

Date



Local Board of Education Chair

4-16-15

Date

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:

Beth Peterson
KDE - Division of Innovation and Partner Engagement
8th Floor CPT
500 Mero St.
Frankfort, KY 40601