

**Non-Traditional Instruction Program
Application for Returning Districts
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

Corbin Independent

Date

4/2/2015

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. Based on experiences implementing a Non-Traditional Instruction plan in 2014-2015, what will the district change in order to improve the program for all its stakeholders (students, teachers, administrators, parents, community members, etc.) and grow in rigor and efficacy?

In order to improve the program for the 2015-2016 school year, the Corbin Independent School District is planning two days of its annual technology professional development to devote Blackboard instructional techniques for staff.

In the 2014-2015 school year, staff were able to utilize Blackboard, Edmodo, iReady (or other web-based program), printed packets, or any combination. A large group of staff chose to utilize printed packets due primarily to their comfort level and the expediting of the instructional materials that had to be prepared in a relatively short amount of time.

However, with a longer opportunity to plan in developing materials, more time will be allowed to work with teachers on planning instructional information that can be placed on the Learning Management System (Blackboard) for the district.

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

Methods to ensure learning on the Non-Traditional Instructional days to parallel regular instructional days will include the incorporation and extension of Blackboard as a major tool of curriculum delivery for teachers and staff to use.

It is the commitment of the school district that the more teachers and other staff utilize Blackboard, they will then have a greater understanding of its vast potential as a learning delivery system for content, assessment and communication throughout the regular day as well as Non-Traditional Instruction days.

One of the great elements of the Blackboard system is that it allows other programs to be incorporated into its delivery, including the successful iReady and Edmodo platforms.

3. 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.

Through meetings held with other school districts and with the Kentucky Department of Education, it has been recognized that the implementation of Individual Education Programs and Admissions and Release Committee meetings address the use of Non-Traditional Instruction Days, recommending time allocations of services in terms of per week increments. In addition, collaborative planning and the use of good communication of services with parents will be addressed so that all needs are met for children with IEPs.

- 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.

In the same capacity of students with IEPs, learners with Program Services Plans and Gifted Student Service Plans will be addressed through the same communication and collaborative measures to provide parallel measures of instruction on Non-Traditional Instruction days.

Services from both these departments will be overseen by the coordinators for English learners and Gifted Student Services, ensuring that services are provided.

4. 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.)

The Corbin Independent School District will continue to utilize all media resources, including newspaper articles and announcements, radio and television postings, along with all social media feeds (Facebook, Twitter, etc.). This last year, media coverage was very good in promoting the Non-Traditional Instruction days. Our district even received a call from Reuters wanting to know about the program for a feature.

The school district website will also maintain postings of all Non-Traditional Instruction days, with links to download instructional packets as well as access Blackboard.

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.

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](#).

Non-Traditional Instruction Plan

A Non-Traditional Instruction Plan is the process the district will use to deliver instruction outside the traditional methods of delivery/mode, time, and setting on school days that have been cancelled due to weather or other reasons. The purpose of the Non-Traditional Instruction Plan is to maintain academic continuity and reduce student learning loss..

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)

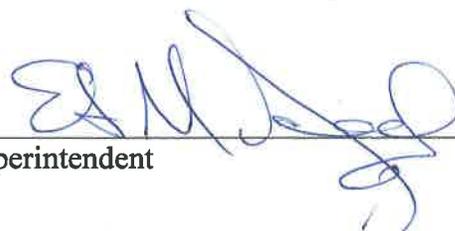
SWD

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 Corbin
Independent School District**

(school district)

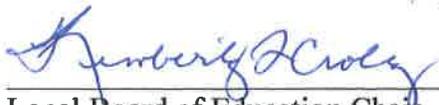
Board of Education at a regular meeting of the Board on April 2, 2015
(date)



Superintendent

4/2/2015

Date



Local Board of Education Chair

4/2/2015

Date

Terry Holliday, Commissioner of Education

Date

Application Deadline: May 15, 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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