

**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

Gallatin

Date

4-25-2015

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.

Gallatin County students traditionally miss several days each winter due to inclement weather. In the 2014-2015 school year, we missed 11 days and in the 2013-2014 school year, we missed 19 days of school. When school days are missed, instructional time and consistent learning is also missed.

Our plan is to continue quality instruction for our students even when school is not "in session" in our buildings. We will combine traditional learning methods with web-based technology in order to create a blended learning environment of our students.

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

The central office staff met with the building principals, assistant principals and guidance counselors to discuss the NTI program. The principals then presented the NTI program to their SBDM. Each building gave feedback and suggestions on how a NTI day would look for their building.

A survey was made available to stakeholders on the district webpage, Facebook and Twitter account and on the Infinite Campus Parent Portal. The purpose of the survey was to determine the amount of interest in a NTI program for our district.

All stakeholders (parents, students, teacher and staff) will continue to provide input and feedback on the NTI program as we progress through our pilot year. The central office will seek advice from building administrators (principal meetings), students (Superintendent's Student Advisory Council), teachers and staff (Superintendent's Staff Advisory Council) and parents (SBDM parent representatives and PTSO meetings)

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.

We have many teachers in grades K-12 who use a variety of web-based learning and learning management applications during the regular instructional day. Gallatin County teachers have embraced digital learning and are continuously connected to their students. Many teacher have integrated Web 2.0 tools to communicate and collaborate with their students and colleagues.

We have several resources available for our teachers. These include:

- Edmodo
- Schoology
- Compass Learning/Odyssey
- Odysseyware
- SumDog
- OneNote Classroom
- One Drive
- Google Drive
- Google Apps for Education
- Digital Driver's License

This list does not include every resource available but highlights our resources. Teacher have consistently used these resourced and other methods in day to day instruction in the classroom. The NTI program will allow teachers district-wide to expand these resources and use them as learning tools for distant learning.

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

Gallatin County Schools have several learning management systems in place that the staff will use to manage the non-traditional program. We will also consider which LMS is best for each building and age group of students.

1. In the Lower Elementary (grades K-2), students will have a combination of web-based instruction and pencil-paper instruction. In preparation for snow days, teachers will develop 10 color-coded packets. The instruction in these packets will be based on the grade level pacing guide and are intended to be used as enrichment or pre-teaching.

The packets will be labeled for each NTI day according to their color. Example (Red = NTI #1; Blue = NTI #2; Green = NTI #3, etc...) Five of these packets will be given to students the first of December with specific instructions on how and when to use them. The remaining five packets will be sent home after Christmas Break. These packets will not only include paper-pencil but also web-based resources such as Compass Learning, Sumdog and the Digital Driver's License. Teachers may also supply students with a list of websites and/or apps that they can access in order to complete the assignments. Specials teachers will also provide lessons and resources for their content area for these grade level packets. Students will complete the lessons for the special areas class they would have attended on that school day.

2. In the Upper Elem (grades 3-5), students will also have a combination of web-based instruction and pencil-paper instruction. Teachers in these grade levels will also develop 10 color-coded packets based on the grade level pacing guide in order to prepare for snow days.

The packets will be labeled for each NTI day according to their color. Example (Red = NTI #1; Blue = NTI #2; Green = NTI #3, etc...) Five of these packets will be given to students the first of December with specific instructions on how and when to use them. The remaining five packets will be sent home after Christmas Break. These packets will not only include paper-pencil but also web-based resources such as Compass Learning and Sumdog. Teachers may also supply students with a list of websites and/or apps that they can access in order to complete the assignments. Specials teachers will also provide lessons and resources for their content area for these grade level packets. Students will complete the lessons for the special areas class they would have attended on that school day

In addition, the Upper Elem students will use Edmodo as part of their NTI days. The goal of this addition is to prepare them for the web-based learning that will occur in middle and high school. Edmodo will also be used a communication and collaboration tool for teachers and students on NTI days. Teachers will post resources, notes, videos and any other resource that students will need to complete the assignments on Edmodo. Teachers will also use Edmodo polls to check for overall understanding. Edmodo tests will be used for individual assessment and to provide immediate feedback to the student.

3. In the Middle School (grades 6-8), Edmodo will be used in all content areas as the main mode of instruction on NTI days. Paper and pencil work can also be incorporated. This will be done based on the color-coded packet model that the Lower and Upper Elem students will use. The lessons will be based on the content/grade level pacing guide and are intended to be used as enrichment or pre-teaching.

The web-based lessons will be uploaded onto Edmodo on each NTI day. Edmodo will also be used a communication and collaboration tool for teachers and students on NTI days. Teachers will be logged on to Edmodo in order to answer questions or comments from students. Teachers will post resources, notes, videos and any other resource that students will need to complete the assignments on Edmodo.

Teachers will also use Edmodo polls to check for overall understanding. Edmodo tests will be used for individual assessment and to provide immediate feedback to the student. Edmodo will be able to provide documentation of each student's participation with a date/time stamp of when work was turned in.

4. In the High School (grades 9-12), Edmodo will be used in all content areas as the main mode of instruction on NTI days. Paper and pencil work can also be incorporated. This will be done based on the color-coded packet model that the Lower and Upper Elem students will use. The lessons will be based on the content/grade level pacing guide and are intended to be used as enrichment or pre-teaching.

The web-based lessons will be uploaded onto Edmodo on each NTI day. Edmodo will also be used a communication and collaboration tool for teachers and students on NTI days. Teachers will be logged on to Edmodo in order to answer questions or comments from students. Teachers will post resources, notes, videos and any other resource that students will need to complete the assignments on Edmodo.

Teachers will also use Edmodo polls to check for overall understanding. Edmodo tests will be used for individual assessment and to provide immediate feedback to the student. Edmodo will be able to provide documentation of each student's participation with a date/time stamp of when work was turned in.

Students participating in the Early College Program at JCTC or the School-Based Scholars Program at NKU will continue to follow their professor's chosen learning management system as determined by JCTC or NKU.

Edmodo is not intended to be as a one size fits all LMS. However, several teachers in the district are familiar with Edmodo and have used it in their regular classrooms. As a result, a high percentage of students have experience with and are comfortable using Edmodo.

- 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?

Please see the answer to 3a. It describes how we will utilize Edmodo as our district-wide Learning Management System.

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

Please see the answer to 3a regarding the non-digital instructional process using our Color-Coded Enrichment 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?

In order to determine which families have internet access, a survey will be sent home to all students. A custom tab will be created in Infinite Campus. This tab will allow teachers to see if a student has the internet capabilities to complete the web-based assignments. If a student does not have internet access. Hard copies (that are aligned with the digital lessons) will be sent home with the students. These hard copies will follow the same time line as the Color-Coded packets with 5 being sent home the first of December and the remaining five after Christmas Break. Digital copies will also be posted on the school website or emailed

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

The Gallatin County Public Library has always worked with our schools to provide technology access for students that may not have the capability at home.

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.

In August, teachers will participate in a professional learning academy that is technology focuses. Teachers will attend various sessions throughout the day. Each sessions will address strategies, resources and/or instructional tools that will be used on regular instruction days as well as NTI days. Teachers will learn how to use Edmodo for:

- Posting
- Blogging
- Classroom discussion
- Providing resources
- Creating assignments
- Creating assessments

Teachers will also use Edmodo as a student in order to be able to assist them on NTI days.

Teachers will be required to use Edmodo and other digital resources in their regular classrooms on a daily basis. We want our students to be familiar with digital learning so when an NTI day occurs, they are familiar with and comfortable with digital learning. To achieve this goal, a digitally-based lesson will be required for each teacher on a weekly basis.

Teachers will be provided with examples and given strategies on how to incorporate blended learning into their established curriculum.

During staff development days in the fall, teachers will work collaboratively with grade level and/or content areas to develop 10 NTI lessons.

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.).

A time sheet of all hours worked will be maintained by all employees

Principals may work with individuals to develop an alternate plan if staff does not fit into duties outlined below.

Certified	Classified	Administration
<p><i>Classroom Instructors</i></p> <ul style="list-style-type: none"> • Digital content will be monitored on NTI days through communication, collaboration, questions, and /or comments. • Maintain an online presence between the hours of 8am- 11am and 12pm – 3pm • Ensure that all digital lessons are posted • Ensure that all packets information is sent home and is available online for download <p><i>Special Education</i></p> <ul style="list-style-type: none"> • Will have access to all digital content whereby their caseload of students is involved • Maintain their own online class in Edmodo • Maintain an online presence between the hours of 8am and 11am and 12pm and 3pm 	<p><i>Instructional Assistants</i></p> <ul style="list-style-type: none"> • Work additional days before and/or the school year • May work normal work hours without jeopardizing personal safety • Work with classroom instructors on creating packets and digital lessons • Make up contractual days by staying <p><i>Bus Drivers, Monitors and Food Service</i></p> <ul style="list-style-type: none"> • Work with supervisor to plan for missed hours to be completed • Without jeopardizing safety and with permission of the supervisor, may work normal hours in the assigned building as long as work is provided. (Examples – cleaning, inventory, safety trainings, etc..) <p><i>Secretaries</i></p> <ul style="list-style-type: none"> • Without jeopardizing safety and with permission of supervisor, may work normal house in the assigned building • May adjust work calendar 	<p><i>Principals</i></p> <ul style="list-style-type: none"> • Without jeopardizing personal safety and with the permission of the immediate supervisor may work normal hours in the assigned building • Support and monitor all classrooms by checking on content being delivered during an NTI day • Be available to answer questions from teachers, parents, students or community members • Maintain presence from 8am-11am and 12pm -3pm • Approve classified employees to work a their building during an NTI day • Ensure all time sheets are filled out

Each school will be required to develop a detailed plan with staff assignments in the Fall of 2015 before any NTI days are used. The district will provide clear and concise expectations of all employees on NTI days.

- 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.

See chart in 6b. The charts addresses all employees.

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

The district will collect a monthly report during the winter months from each school that outlines the participation level of students. Teachers may gather this information from packets turned in, assignments uploaded on Edmodo, participation in online classroom discussions, assignments completed on Compass Learning, assignments completed on Odysseyware, and/or student logs.

Teachers will evaluate work completed for evidence of student learning. If necessary, adjustments will be made to the digital lessons or the packets before the next NTI day occurs.

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

Teachers will be required to maintain an online presence from 8am-11pm and 12pm -3pm. Teachers will record their work time on a time sheet and document work completed (including but not limited to lesson planning, monitoring student activities, answering questions, posting assignments, etc....

Teachers will submit this documentation to their immediate supervisor.

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.)

Learning expectations for students will be the same for NTI days as regular school days. Learning targets will be rigorous and relevant. Students will be expected to engage in online (or packet) course work and complete the assignments. Teachers will be available online for assistance with the lessons. Teachers will also be available after the NTI day for assistance.

Evidence will be gathered through assessments, completion of assignments and projects, and participation in order to determine if the students have met the learning targets.

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

The color coded packets, digital lessons and web-based activities assigned on an NTI day will be based on the same learning targets as the regular classroom day. The NTI lessons will be designed to do one of the following:

- Reinforce – assignments that supports skills or standards previously taught or currently taught in classes.
- Remediate – assignments made for students that support skill deficits and continue work for students in intervention settings
- Enrich – assignments that extend student learning for students who have successfully mastered standards and skills

Teachers will work individually with each student as a follow up to the lessons and differentiate needs based on the students.

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.

Students with IEPs will be provided lessons that adhere to the requirement of their IEP. Both packets and/or digital lessons will be modified to meet the needs of these students. Both the regular classroom teacher and special education teacher will be available online during NTI days to answer questions and to provide assistance to these students.

- 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.

The district ESS and GT teachers will collaborate with the regular classroom teacher to develop packets and/or digital lessons to meet the needs of their students.

ESS students will be provided lesson in their chosen language. Web-based resources would also be provided that can translate the digital lessons.

GT students who have mastered the standards and skills will be provided enrichment activities. These activities can be project-based learning, additional assignments or other activities as determined by the regular classroom teacher and GT teacher.

The ESS and GT teachers will also maintain an online presence during NTI days.

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.)

In the event, of an NTI day, we will follow this procedure:

1. A district phone call will be sent to parents, students and staff. The message will contain with NTI it is (Ex. School has been cancelled today. This is NTI #1, 2, 3, etc) In the message, there will also be instructions for each school. (Ex. Lower Elem students will need to complete the red packet, blue packet, etc...)
 2. A Facebook post on the district Facebook page will be made including the same information. This same post will be on the district Twitter account.
 3. The information for each building will also be listed on the district website.
- Included in all the messages and post will be information on how and where students and parents can contact teachers for questions regarding NTI learning

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)

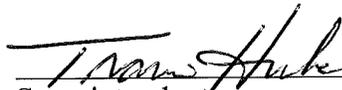
SWD

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 GALLATIN COUNTY
(school district)

Board of Education at a regular meeting of the Board on 12 MAY 2015

(date)


Superintendent 12 MAY 2015
Date


Local Board of Education Chair 5/12/15
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