

**“Non-Traditional Instruction”  
Application per KRS 158.070**

District

Date

**DEFINITIONS:**

**Blended Learning**

A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with computer-mediated activities.

**Innovation**

A new or creative alternative approach to existing instructional and administrative practices intended to improve student learning and student performance of all students.

**Learning Management System**

A learning management system (LMS) is a software application or Web-based technology used to plan, implement, and assess a specific learning process.

**Student Attendance Day**

Means any day that students are scheduled to be at school to receive instruction, and encompasses the designated start and dismissal time.

**NOTE: Expand the text boxes as necessary.**

1. Please describe your overall approach to combating lost instruction on adverse weather or other emergency days? How have you involved all stakeholders in planning for this approach?

Boyle County has leveraged itself as a district that puts students first. Through our e-learning module, used with homebound students, we have been able to provide equitable instruction for those that cannot physically attend class. Upon returning to school we've seen a marked difference in the success these students experience.

Taking from the success of our e-learning for homebound, we would like to expand this to all students for times when school is canceled due to inclement weather by developing a method of spiraling content. This will help combat the loss of content knowledge and skill development by keeping students' skills sharp when they are away from the classroom. Development of this approach has been discussed and planned for over a year now in Board Meetings, District Administrative Staff meetings, and Teacher meetings.

2. What evidence of capacity and previous experiences with non-traditional environments does the district have?

We have many teachers who use Edmodo, Blackboard, Google Drive, and various other learning management applications in their classrooms in order to keep students continuously connected with them (the teacher), as well as other students. Boyle County teachers have embraced teaching digitally. They see this as a tool whereby students can pursue different avenues for “showing what they know”. It has also afforded Boyle County teachers the opportunity to communicate and collaborate with students in a more meaningful way. Working closely with colleagues, teachers have taken various web 2.0 tools and integrated them, successfully, into instruction; not as a novelty, but as an integral part of the learning experience.

Teachers have several resources in their repository (free and purchased) that have been used throughout the district. These include:

- ALEKS Math
- Kahn Academy
- BrainPop
- IXL
- MobyMax
- OverDrive
- Blackboard
- Wiki Sites
- Google Drive

\*\*This list is not comprehensive and serves only as a highlight

At the moment, our teachers use these methods for day-to-day instruction. The beauty is that these teachers didn’t begin using the tools as a means to reach students on a “snow day”. They began using these as an instructional tool; commonplace during a traditional instruction day. Our next step is to become more consistent in our approach, and scale this model to all teachers in the district.

All students and teachers are taught in the nine elements of digital citizenship. In grades 6-12 students are required to pass a Digital Driver’s License (DDL) assessment before access is given to network resources. For grades Pre-5, digital citizenship curriculum is interwoven in the class content throughout the school year. As a district, we have a wireless environment that provides network access to every building. This dense coverage has an access point in every classroom, office, and spaced throughout the hallways. The access points are rated for a minimum of forty (40) users. Coverage extends to parking spaces at the front of each building giving students access afterhours should they need it.

3. What learning management system will the district use to manage the non-traditional program? What features does this system possess that can track student participation and measures of learning? Include in your description how the district is following the new Digital Guidelines from KDE. What other digital platforms, applications or tools will the district use to ensure learning is taking place on non-traditional student attendance days?

At Boyle County we feel that the use of non-traditional school days should not feel that much different than a regular instructional day. As such teachers in all grades will be required to conduct their lessons in a digital format at least once a week. This will afford students the opportunity to see online learning not as a novelty, but rather another experience in the learning process. Teachers will provide feedback individually and/or as a whole class.

(Question #3 cont.)

For grades 4-12, we will use Edmodo in all classrooms. This is the most prevalent learning management we are currently using. Teachers really like the fact that Edmodo will track participation and measures of learning. While Edmodo isn't intended as the one size fits all solution for all teachers/students, we felt it was important to standardize on one portal as the starting point. Through this interface, teachers can assign, collaborate on projects, open discussion points that lead to other digital learning tools.

Content will be developed and aligned with specific guidelines that match the scope and sequence for curriculum. Teachers will have the flexibility to modify, as needed, based on individual student and class needs. All content will be reviewed and endorsed by highly qualified instructors. To accommodate the needs of students that do not have access to digital content (i.e., they reside in an area in the county where an internet connection is not available) an alternative lesson will be provided in packet form. These packets (hard copies) shall be aligned with all digital content. Opportunities will be made available whereby students can participate upon return to school.

4. Please describe in detail the process the district will use on non-traditional student attendance days. 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 will exist at community locations or if the district will open schools to provide access.

By December 1, students will be given access to lessons that can be used on non-traditional school days. These lesson may be stand-alone lessons that can be used for enrichment or pre-teaching. Or, they may be spiraling lessons that keep content and skills fresh when school isn't in session. Students who do not have internet access will be given the lesson in hard copy form, and their work will be turned in once school is back in session. In addition, these students may be able to access the work online at the public library, district hotspots, and other local businesses that provide free internet access. Parent communication will be sent home in November so that all stakeholders fully understand the process during non-traditional student attendance days. Included in this communication will be a description of accountability for staff, students, and administrators.

5. Please explain the professional learning plan you will be implementing to ensure certified staff have the knowledge and capacity they need to provide quality blended instruction to students. Also describe how you will incorporate CIITS and any additional technology platforms teachers may use.

In September, we will use an after school staff meeting to train teachers in the use of Edmodo and lay out expectations for its use during regular instruction. Teachers will be expected to begin using Edmodo to communicate with students on a weekly basis in order to familiarize the students with this instructional tool. Then, during a staff development day (teacher work day) in November, teachers will work collaboratively to plan 7-10 non-traditional student attendance day lessons that may be used at any time during the months of December, January, and February. If a year is particularly bad in terms of lost instructional days due to weather or other emergency, another staff development day can be used to complete similar work for potential additional lost instructional days. Teachers may also create assignments and assessments on Google Drive and CIITS that students may access digitally.

6. Please describe the deployment of certified and classified school staff on non-traditional student attendance 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 a phone facilitator). Please include a visual representation (e.g. chart, spreadsheet)

**Non-Traditional School Day Responsibilities**

- A log of all hours worked shall be maintained and reconciled prior to the end of the school year.
- Principals may work with individuals to develop an alternate plan if staff availability does not readily fit into duties outlined below.

Staff that have not met contractual obligations shall make up work prior to closing day of current school year

Certified	Classified	Administration
<p><b>Classroom Instructors</b></p> <ul style="list-style-type: none"> <li>- Digital Content shall be monitored on Non-Traditional Days through two-way communication, collaboration, questions, and/or tutoring. **</li> <li>- Teachers shall maintain an online presence and be readily available between the hours of 8:00 AM- 11:00 AM and 12:00 PM - 3:00 PM</li> <li>- Ensure that all current/up-to-date packet information is available online for download.</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>- Shall have access to all digital content whereby their caseload of students is involved.</li> <li>- Maintain an online presence between the hours of 8:00 AM- 11:00 AM and 12:00 PM – 3:00 PM</li> </ul>	<p><b>Instructional Assistants</b></p> <ul style="list-style-type: none"> <li>- Where available, may work in collaboration with teachers during the non-traditional school day and maintain an online presence between the hours of 8:00 AM – 11:00 AM and 12:00 PM - 3:00 PM.</li> <li>- Work with classroom teachers in communicating packet information online.</li> </ul> <p><b>Bus Drivers, Monitors and Food Service</b></p> <ul style="list-style-type: none"> <li>- Shall work with immediate supervisor to plan for make-up of hours missed (6.25 hrs) to be completed within 7 working days from day missed without going over 40 hours in a given week.</li> </ul> <p><b>All Classified Personnel</b></p> <ul style="list-style-type: none"> <li>- Without jeopardizing personal safety and with the permission of immediate supervisor may work a normal hours in assigned building.</li> </ul>	<p><b>Principals</b></p> <ul style="list-style-type: none"> <li>- Without jeopardizing personal safety and with the permission of immediate supervisor may work normal hours in assigned building.</li> <li>- Support and monitor all online classrooms by checking on content being delivered during the non-traditional instruction day.</li> <li>- Be available to answer questions from teachers, parents, students, and/or community</li> <li>- Approve classified employees to work at their building during a non-traditional instruction day.</li> <li>- Assign and oversee work done by employees that do not have the ability to maintain an online presence at home.</li> </ul>

\*\*Online presence is maintained by facilitating instruction through Edmodo and/or email.

7. 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 non-traditional student attendance days?

The district will collect a monthly report from each school during the months of Dec-Feb that outlines the participation level of students and how beneficial the learning outcomes appear to be. In addition, the district will administer a survey to all teachers and parents in May. This information will be used to adjust the non-traditional student attendance plan in future years and will be presented at the June District Administrative Staff meeting and Board meeting.

We certify that this application was reviewed and approved by the Bruce Cayroly  
Board of Education at a regular meeting of the Board on July 17, 2014  
Date

[Signature]  
Superintendent Date 7/17/14

Stephen J. Tamme  
Local Board of Education Chair Date 7/17/14

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Terry Holliday, Commissioner of Education Date

Please download this application and return completed form, including required signatures (scan completed document as a PDF file) to [david.cook@education.ky.gov](mailto:david.cook@education.ky.gov) or mail it to:

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