



2024-2025 Phase Four: Non-Traditional Instruction Continuation of  
Learning Plan for Districts (Implemented 2025-26 School  
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2024-2025 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for  
Districts (Implemented 2025-26 School Year)

**Henderson County**  
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1805 Second St  
Henderson, Kentucky 42420

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## 2024-2025 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2025-2026 School Year)

The purpose of this diagnostic is to support the district in designing and implementing a plan for a continuation of learning during times when non-traditional instruction may need to be implemented in order to prevent a loss of learning. The basis of the continuation of learning plan comes from [KRS 158.070\(9\)](#) and [701 KAR 5:150](#), which state the following:

KRS 158.070(9):

*Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(f) of this section, or a variable student instructional year in subsection (1)(h) 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 a non-traditional instruction plan approved by the commissioner of education on days when the school district is closed for health or safety reasons. The district's plan shall indicate how the non-traditional instruction process shall be a continuation of learning that is occurring on regular student attendance days. Instructional delivery methods, including the use of technology, shall be clearly delineated in the plan. 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.*

701 KAR 5:150, Section 1(5):

*“non-traditional instruction plan” means the strategy approved by the commissioner and implemented by a local school district to ensure instruction on non-traditional instruction days is a continuation of learning that is occurring on regular student attendance days as required by KRS 158.070(9).*

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#), Section 3(2)(b), what are the district's plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

### **District Assurances for Continuation of Learning Plan:**

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. Its primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.

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4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure that the district's students are not penalized when the district uses an NTI day.
  5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.
  6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.
  7. All staff will follow their normal work schedules on NTI days.
  8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.
  9. Participation will be recorded for all students on NTI days.
  10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Dr. Bob Lawson, 4-25-2025

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

Henderson County Schools is committed to providing our students extraordinary educational opportunities and be a national innovative leader in education. We see non-traditional instruction as an extension of the classroom and an opportunity to provide an educational experience like no other during this time. We are committed to providing a rigorous and robust education to all students, regardless of the mode of instruction, in our pursuit of excellence in all we do. To ensure that learning on NTI days parallels learning on regular instruction days, principals, instructional coaches, and the assistant superintendent have developed expectations for assignments and lessons used on NTI days. Five of those expectations will connect NTI instruction with regular classroom instruction. Specifically, 1) NTI assignments should align with an enduring skill (standard) that is part of the curriculum for the year; 2) NTI instruction should address deficits in student learning as identified using classroom assessment data; 3) NTI instruction should be delivered using the same learning platforms currently used in classrooms, 4) NTI instruction should be differentiated for diverse learners, and 5) NTI instruction should adhere to developmentally appropriate time demands for students. Align with an essential skill (standard): Just like in the regular classroom setting, student work for NTI days will focus on an essential skill or standard that is part of the curriculum. The work that students complete on NTI days will remediate, reinforce, enrich, or introduce and extend new learning content standards that have been taught during the

school year or are aligned with the pacing guide for new learning. Address deficits in student learning: Teachers have access to MAP (the district's benchmark/diagnostic assessment) scores for their classes throughout the year. An analysis of the most recent MAP scores will indicate deficit areas that can be addressed through NTI assignments. Use current learning platforms: Teachers will make NTI assignments using the digital learning systems they currently have access to in their classrooms. For instance, students who use Google daily will be able to continue working in the LMS on NTI days. Differentiate for diverse learners: To the same extent that work is adapted, modified, or differentiated daily in classrooms, teachers of diverse populations (students with disabilities, ESL, GT) will work with the regular classroom teachers to modify work for students to complete on NTI days.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

As ARCs are conducting annual reviews, they will document student needs during remote learning, including NTI days. Teacher of Records will ensure that each general education teacher is aware of the supplementary aids and services, along with the accommodations that special education students will need for NTI work and instruction. If the student participates in a self-contained special education classroom or a resource class at the secondary level, the special education teacher will be creating/adjusting all instructional material for NTI days to meet student IEP needs. Special education teachers and related services will provide IEP services as noted by the ARC on NTI days and will collaborate with general education teachers regarding any independent work required.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

The Gifted and Talented Coordinator and Director will provide information via their website for activities in specific areas. The GT Teachers will also be available to work with students during the designated hours. Our GT Teachers also teach classes and will post assignments on their Google Classroom for their students. They will focus especially on performance and/or project-based activities and assignments. The District ELL Coordinator and ELL teachers will work with teachers, students, and families to aid students who have a PSP. This assistance can be provided through technology resources or telephone conversations. The ELL Teachers and Coordinator will tailor lessons to meet each student's individual needs. As 504 annual reviews are conducted, the team will document student needs during remote learning, including NTI days. 504 Building Coordinators will ensure that each teacher who works with a student with a 504 is aware of their accommodation plans and needs. Each teacher will then ensure that the appropriate 504 accommodations are provided through the instruction and/or material given on NTI

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days. If a student has extended time on their 504 plans, they will receive five additional school days, once school is back in session, to complete assignments and receive any additional assistance and supports they may need for those assignments. Extended School Services will be offered before and after school for all students needing assistance. Teachers will be available to assist via the phone, Google Meet, or other technology platforms.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

The goals of our district will remain the same if the mode of instruction changes. Our charge is to provide a high-quality education for all students regardless of the mode of instruction. We expect excellence in all that we do each day and our goals for our students' academic success will not change.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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