



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

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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.

Amy Smith, May 1, 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?

Hopkins County Schools is committed to the continuation of learning for our students when it is necessary to close school through the district due to weather, health or safety. The district NTI plan is named #HCS@HOME, and it will continue as the district's catch phrase to indicate that we will be learning from home to support the needs and safety of students, families, and our community. Hopkins County Schools will provide preschool through 8th grade students with #HCS@Home Instructional Menus for up to 10 days of non-traditional instruction for short-term closures due to inclement weather or other NTI approved school closures. The menus will be developed by each school to ensure continuity with the instructional plans in each building per the district wide curriculum maps. Students will be given a menu of assignments for each core and elective and the students will choose which assignment to complete each #HCS@Home day for participation in their courses. The assignments will be skills based and aligned to Kentucky Core Academic Standards for the appropriate grade level. Students in preschool through grade 8, will access their #HCSatHome Instruction Menus through Google Classroom, the schools website, or other school/ classroom specific communication tools utilized. Students in grades 9-12 will be provided #HCSatHome assignments through Google Classroom, Odysseyware, and/ or any other learning management system utilized by the core class or elective in which the student is enrolled.

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.

Students with IEPs will follow the same #HCS@Home plans as mentioned above. Special education teachers and case managers will provide specially designed instruction and accommodations per the students' IEP. Special education teachers and special education case managers will continue to make daily contact with students to provide specially designed instruction supported by supplementary aids and services as outlined in each student's IEP. Speech, occupational therapy, and physical therapy will be provided via virtual means, i.e. teletherapy, etc. ARC meetings will be conducted on an as needed basis to review and/or revise IEPs when necessary. ARC chairpersons will explain the #HCS@Home procedures during ARC meetings and document the procedures in the conference summary. Students with disabilities who are enrolled in specialized classrooms will complete gradelevel paper packets developed by MSD teachers. Assignments are aligned with student IEP goals and focus on reading, writing, math, social, adaptive and cognitive skills. Special education staff, related service providers, and evaluation staff are aware that non-traditional instruction days are considered instructional days and must be included when counting school days for purposes of determining and complying with legally required timelines.

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?

All students will benefit from the #HCS@Home learning plan as outlined above as well as receive any individualized supports and services as documented on PSPs or GSSPs. In addition, the district-wide EL teacher and instructional assistant for translation, interpreting, and 1:1 or small group Zoom tutoring sessions will support EL students and families. The district-wide GT resource teacher creates Google Classrooms for all GT students to participate in activities focusing on their area of giftedness during NTI and students are also supported by their classroom teachers and building-level GT coordinators. Students enrolled in Hopkins County Day Treatment program will continue to follow their treatment plan and have access to their learning management system used on-site while at home. Day Treatment staff will be accessible to students for instructional and counseling needs during nontraditional instruction via phone, their LMS or through Zoom.

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

The implementation of the #HCS@Home plan will directly impact the district's ability to achieve our CDIP goals for proficiency in reading and math; achievement in science and social studies; and closing the proficiency gap for students with disabilities in reading and math. Continuation of learning is essential if we expect students to achieve a high levels and for achievement gaps to close especially after a year of limited in-person instruction and loss of learning for all students. This plan will also support the student achievement and communicating with parents/ community pillars of our district's strategic plan. Hopkins County Schools strives to be the educational choice based on student opportunities and success whether students are learning in-person or at home. All strategic actions are built to achieve this goal no matter what mode of instruction is being utilized. Hopkins County Schools also strives to foster an environment that supports and serves all stakeholders to elevate student success which starts with communicating effectively to assure that all stakeholders have the opportunity to make a plan and feel informed about district decisions regarding their students.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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