



2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)_02042026_15:14

2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)

Allen County
Travis Hamby
570 Oliver St
Scottsville, Kentucky 42164

Table of Contents

<u>2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan f...</u>	3
---	---

Allen County

2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-2027 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).

Superintendent
Travis Hamby

Signed by Chasity Shipley, Instructional Supervisor

Date
February 4, 2026

1. Instruction

What is the district's plan to ensure a continuation of rigorous learning, aligned to Kentucky Academic Standards, which will occur when in-person instruction is not feasible and non-traditional instruction is implemented due to health or safety reasons?

The Allen County School District has established a comprehensive system to facilitate uninterrupted instruction during non-traditional instruction (NTI) days. Our district is 1:1 with technology, ensuring each student possesses a school-assigned Chromebook, with additional support provided to families lacking internet

Allen County

connectivity. Ongoing training in utilizing Google Edu Tools has been provided to both educators and students, mandating the creation of Google Classrooms by teachers for the dissemination of assignments on NTI days. Student submissions are likewise conducted through this platform. Regular utilization of Google Classroom is required for all Allen County educators. Each building has instructional coaches as well as district math and literacy coaches, all of whom can coach teachers on developing online lessons as well as facilitating synchronous online meetings. Training sessions are provided for any staff who wants to learn online facilitation strategies and the logistics of hosting a Zoom or Google Meet room. The overarching objective is to ensure equitable access to high-quality instruction, whether within the walls of traditional classrooms or from a digital space each day. Furthermore, educators will conduct virtual meetings and check-ins with students during NTI days, adhering to a strategic school determined schedule that delineates virtual class meetings. Attendance is recorded through Infinite Campus. Administrative personnel, instructional assistants, Family Resource and Youth Services Centers

FRYSC and other staff are mobilized to engage absent students, ensuring they are supported. The district ensures all schools provide an NTI school schedule to students and families through Parent Square, creating clarity for how the day will run for each student. This allows both the ECE and general ed teachers to provide needed support to each ECE student. Principals ensure ECE teachers have clarity on their daily NTI support schedule. During NTI periods, all educators will maintain the provision of tailored instruction to students under Individualized Education Plans (IEPs). Each student with an IEP is equipped with a Chromebook and are supported by their ECE teacher. All ECE teachers provide support as they would through a typical school day, supporting all students on their caseload, co-teaching and providing additional support as needed. Both students and their families receive comprehensive schedules outlining class times and support services. The Admission and Release Committee (ARC) upholds identical roles and obligations for students with IEPs during NTI as they do in traditional, in-person instruction settings. Since March 2020, we have introduced the option of virtual ARC meetings, a measure that has demonstrated significant efficacy. This option will persist throughout the 2025-2026 school year, owing to its proven success.

During NTI, all our specialized student populations will receive virtual opportunities for support. Our English Language Learner (ELL) support team, Gifted and Talented teachers, and other staff members have dedicated Google Classrooms accessible to students with service plans. Alongside regular classroom sessions, there are scheduled virtual meetings for students to connect with teachers and support staff throughout each NTI day. Teachers and support personnel are also reachable via Google Meet or phone for inquiries and additional assistance. Assignments and projects will be posted in Google Classroom, where students can submit work, ask questions, or seek further help. Our support team and Family Resource Youth Service Centers (FRYSC) are proactive in reaching out to students who are absent during NTI, utilizing calls and home visits when necessary.

In the spring of 2025, a district team came together to review stakeholder feedback and assess both strengths and areas for growth in preparation for NTI planning for the 2025–2026 school year. Each school was represented and has reviewed their

Allen County

feedback, identifying ways to improve practices for this school year. While communication to families emerged as a top strength, the district team also identified opportunities to expand communication beyond logistics to further enhance clarity for students and families. Effective districtwide communication is essential to ensuring students and families are well-informed about expectations and their child's daily schedule and more, setting every child up for success. Each school will continue to share its NTI schedule through ParentSquare and social media. Schedules are carefully reviewed and strengthened annually to better meet student needs. Schools will also tailor communication to meet the unique needs of their teachers and families based on stakeholder feedback. For example, schools want to emphasize the purpose of NTI and that they are not intended for continuous screen time. To support this clarity, schools have identified the need for a one-page overview outlining the purpose, goals, and expectations of NTI days. Other potential needs include informing stakeholders on best practices for remote learning, including what makes a quality synchronous learning session (Ex. Google Meet). This will also help support a consistent message for students and families. Each school will continue reviewing the needs of their stakeholders and refining their approach. While NTI days cannot fully replicate the in-person classroom experience, we remain committed to identifying needs and best practices to ensure meaningful and high-quality learning for all students. We continue to refine this plan and invite stakeholder feedback for the 2026-2027 NTI plans as it is a plan that evolves to address current needs.

Our CDIP goals are a priority during all instructional days as well as our district vision, mission and core values. These principles remain consistent even during periods of NTI. Across the district, the expectation is for teachers to actively engage students in meaningful and authentic learning experiences when traditional schooling cannot take place. Our teachers design a variety of learning experiences even within the digital space. A distinction exists between schooling and learning, with learning being possible at any time and in any place. In Allen County Schools, our focus is on teaching and facilitating learning. Our district's objectives include enhancing engagement with course material, fostering meaningful and authentic learning experiences, and leveraging data to inform instructional strategies. Our teachers use collaboration, project-based learning structures, choice boards, discussion strategies, workshop model and more to provide online instruction, each offering a combination of synchronous opportunities for instruction as well as asynchronous options to support our students during NTI.

2. How will the district account for equitable student access to online resources and/or instructional if a student does not have access to the internet and/or devices and for students who may need to access information differently? Detail how these alternative plans will ensure that all students have equitable access to learning opportunities that are comparable in rigor and quality to digital instruction.

Allen County Schools ensures equitable access to learning during NTI days through a comprehensive 1:1 technology model in which every student is issued a district Chromebook, with additional support available for families who lack internet connectivity. Instruction is delivered through Google Classroom and virtual meetings using platforms such as Google Meet or Zoom, and teachers regularly use

Allen County

these tools so students are familiar with accessing learning in this format. If a student experiences barriers to internet access or needs information presented differently, schools and support staff work directly with families to provide alternative access, communication, and instructional supports so learning can continue. Our FRYSC staff and other personnel are available to bring materials if conditions allow and course work is not due upon the conclusion of synchronous instruction, but considerations around submission due dates allow for ample time to complete work.

Schools communicate schedules and expectations through ParentSquare and proactively contact absent students through administrators, FRYSC staff, and other personnel, ensuring every student has meaningful access to high-quality instruction regardless of circumstance. Specialized supports, including staff, remain in place during NTI, with ECE, English Learner, Gifted, and other service providers maintaining dedicated Google Classrooms, virtual meetings, and direct outreach to students.

3. Please explain how the district will ensure implementation of Individualized Education Programs (IEPs) for students with disabilities, including how the students' Admissions and Release Committees (ARCs) will be involved in planning for and making decisions related to the participation and needs of students with disabilities on non-traditional instruction days. Specifically, detail how plans will be delivered with fidelity and quality in a virtual or alternative learning environment to ensure meaningful progress on IEP goals during NTI days

Allen County Schools ensures the implementation of Individualized Education Programs (IEPs) during Non-Traditional Instruction (NTI) days by maintaining the same expectations for services and supports as during in-person instruction. Each student with an IEP is provided a district-issued Chromebook and receives continued support from their Exceptional Child Education (ECE) teacher through co-teaching, small-group instruction, and scheduled virtual meetings. Students and families are provided clear schedules outlining class times and support services to ensure accommodations and specially designed instruction are delivered with fidelity. Admissions and Release Committees (ARCs) remain actively involved in planning and decision-making, including determining appropriate supports and service delivery methods for NTI. Virtual ARC meetings continue to allow collaboration with families and timely adjustments to services. Through coordinated instruction, progress monitoring, and outreach from ECE staff, administrators, and FRYSC, the district plans for students with disabilities to have equitable access to high-quality instruction and continue making meaningful progress toward their IEP goals during NTI days.

4. Please describe additional efforts necessary for the district to ensure the implementation of other student-specific plans, including Program Services Plans (PSP) for English Learners (EL), 504 Plans, and the Gifted Student Service Plans (GSSP), students placed in alternative education programs by the district, and other special populations of

Allen County

students. Describe how the strategies or resources used will ensure students
receive appropriate supports and challenging learning opportunities that align with their
plans and maintain the quality of instruction during NTI days.

Our Gifted Coordinator creates extensions for each NTI day. Students with PSPs, 504 Plans, GSSPs, alternative placements, and other specialized needs continue receiving tailored support during NTI through dedicated Google Classrooms, scheduled virtual meetings, and consistent outreach from teachers and support staff. These strategies provide individualized accommodations, challenging instruction, and ongoing progress monitoring, maintaining high-quality, equitable learning aligned to each student's plan.

PLEASE PROVIDE THE NAME AND ROLE OF THE PERSON WHO COMPLETED THE
NON-TRADITIONAL INSTRUCTION CONTINUATION OF LEARNING PLAN.

Preparer's Name

Chasity Shipley

District Role

Instructional Supervisor

Allen County

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------