



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

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Jefferson County
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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
Dr. Brian Yearwood

12/23/25

Date
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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?

For short-term incidents when school buildings are closed, schools will work with students on obtaining student work either via digital content and/or on paper.

Short Term NTI will be asynchronous with teacher availability through office hours. Teachers will prepare 3-5 days' worth of Short-Term Inclement Weather NTI plans

to be available to students digitally with the occurrence of potential Inclement Weather. If inclement weather lasts more than 3-5 days, teachers will create lesson plans to continue supporting students during their regular planning time. If a school prefers to use supplemental Inclement Weather Paper Packets or workbooks, they can do so, but the main form of Short-Term NTI will be through digital access.

Students will also be able to access digital applications by using Clever, a single sign-on platform that provides access to the entire suite of JCPS- approved digital applications via their district log-in. Additionally, students are now able to access google classrooms with the required coursework to ensure the continuation of learning. In the unlikely event that students have limited internet access, they will be provided with paper- based options.

The district has provided academic learning suggestions for teachers for each level (elementary, middle, high) and each content area. These links can be found in the JCPS NTI Inclement Weather Day Guidance. Schools have digital access to high quality instructional resources. Using Google Classroom as the platform for learning management and a combination of both district and school provided digital curricular and instructional resources, the district is well-equipped to ensure a continuation of learning for students during nontraditional instruction in the 2025-2026 school year.

Additionally, there have been a few, intentional, critical updates to our non-traditional instruction guidelines that include: a more structured start to each NTI day, with two defined start times; each school day will begin with a virtual meeting with all staff to ensure NTI Readiness; an accelerated timeline of school-specific plan submission to ensure all schools are fully prepared prior to Thanksgiving Break; updated guidance on evidence collection for K-5 and 6-12 that aligns to current NTI statute and proposed amendments; revised technology support links to reflect current processes and resources; and updated instructional resources for every grade level and subject area. These changes are collaborative products assimilated through teacher, principal, and student feedback.

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.

At JCPS, our commitment to reducing the opportunity gap is rooted in a simple premise: every student deserves access to high-quality instruction, regardless of their circumstances at home. To achieve this, we have woven equitable access into the very fabric of our instructional model, ensuring that the transition between in-person and digital learning is seamless, supported, and rigorous for everyone.

The foundation of this commitment is our JCPS Everyone:1 initiative. In this initiative, our district is committed to providing schools with high-quality devices and guidance to ensure alignment between our District Technology Plan and the locally developed School Technology Plans, specifically to support successful technology implementation. In this alignment, our schools are guided to assign

them directly to students, empowering them with the autonomy to extend their learning beyond the school day. We recognize, however, that technology can be unpredictable. To prevent any lapse in instruction, every school maintains a robust "Loaner System." If a device is damaged or left at home, a student is immediately provided with a secondary device, ensuring that a hardware malfunction never becomes a barrier to an education.

Connectivity is the second pillar of our strategy. Through a long-standing partnership with T-Mobile, we have equipped 40,000 district Chromebooks with 100GB of annual cellular data to support our most vulnerable learners. Furthermore, because we understand that families may not always communicate their connectivity needs directly to the school, we have streamlined access to the T-Mobile Project 10Million plan. Through our Community Eligibility Provision (CEP), any JCPS student can receive a 200GB data hotspot for up to five years, a resource proactively shared through our Youth Service Centers and school counselors.

For students who face intermittent internet access, our investment in the Google Workspace ecosystem provides a critical safety net. By utilizing offline functionality, students can create and edit work in Google Docs, Sheets, or other Workspace products without an active connection. Their progress is automatically synced the moment they return to a Wi-Fi signal, ensuring their digital learning remains uninterrupted and just as rigorous as that of their online peers.

In instances where digital access is unavailable, we provide alternative learning paths that never compromise academic quality. Schools distribute physical "Inclement Weather Paper Packets" and workbooks, which are made available at emergency food sites or mailed directly to homes. These materials, along with district-provided choice boards, allow students to demonstrate mastery of the same standards as those working online. Because our NTI environment is designed to be asynchronous and self-paced, students using physical materials can work on a comparable timeline without the disadvantage of missing live lectures.

Through this multi-layered approach of 1:1 technology, cellular connectivity, and high-quality physical alternatives, JCPS ensures that every student has a reliable, equitable path to success.

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

Currently, teachers in Jefferson County Public Schools (JCPS) use Google Classroom to provide instruction to students during NTI and/or digital access through approved Clever platforms. Students also have the opportunity to use learning packets during NTI. Teachers provide Supplemental Aids and Services (SAS) to students aligned with their IEPs. The district provides digital resources to teachers

to modify and accommodate work and instruction for students. The district provides teachers with guidance from the Council of Administrators of Special Education regarding packets of instruction and e-learning/distance learning. This model will continue to be implemented as needed during NTI for the 2025-2026 school year and further directions are outlined in the ECE NTI Guidelines created by the district.

During potential 2025-2026 NTI days, Special Education teachers will individualize the implementation of Specially Designed Instruction (SDI) based on the needs of the student. The teachers will ensure that SDI is accessible and reasonable in their learning environment. They will ensure appropriate SDI focused on the student's IEP goals. Teachers will provide appropriate instruction and work with families to create manipulatives and other SAS. Teachers will document what they provide to the student, how they individualize to meet the needs of the student, how they provide information to parents on the expectations and how to support the student, and how the student responds. Assistive technology, modified assignments, and extended time will also be provided to students with disabilities as indicated in their IEPs.

JCPS recognizes the obligation to ensure that students identified as Special Education students will have equitable access to learning opportunities provided to non-disabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student will be provided the accommodations outlined in their IEPs during potential NTI days for the 2025-2026 school year.

To ensure compliance, building administrators and ARC chairpersons have been provided with guidance for nontraditional instruction days. This guidance includes directions on the appropriate implementation of accommodations listed in the IEP along with the facilitation and documentation of ARC meetings. In addition to this guidance, building administrators, ARC Chairpersons, and parents have access to daily support from the district.

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 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.

Comprehensive efforts have been developed to ensure a continuation of learning for special populations during potential NTI days for the 2025-2026 school year based in part on the model that was implemented and refined over the past two school years. The district has prepared considerations for special populations, including Multilingual Learners NTI Considerations and G/T NTI Resources.

JCPS recognizes the obligation to ensure that students identified under Section 504 of the Rehabilitation Act of 1973 will have equitable access to learning opportunities provided to nondisabled students. To the greatest extent possible, and where reasonable and appropriate accommodations may be applied, each student will be provided the accommodations outlined in their 504 Plan during potential NTI days for the 2024-2025 school year.

To ensure compliance, building administrators and Section 504 chairpersons have been provided with guidance pertaining to the implementation of Section 504 during nontraditional instruction days. This guidance includes directions on the appropriate implementation of 504 accommodations along with the facilitation and documentation of Section 504 meetings. In addition to this guidance, building administrators, Section 504 Chairpersons, and parents have access to daily support from the District Supervisor of Section 504 Implementation.

The district will also provide specific examples of resources especially applicable to nontraditional instruction for meeting the specific needs of EL and GT students. Oral native language support is an instructional accommodation on the PSP. To that end, ESL Resource Teachers have already adapted instructional resources with EL specific scaffolds to grade-level content standards. Instructional packets and communication flyers are provided in multiple languages to ensure equitable access for English Language Learners and their families. During the potential NTI period, EL Resource Teachers will hold regular check-ins and meetings with EL teachers and BAIs to support lesson ideas and student-specific needs. EL Resource Teachers will participate and collaborate with the digital learning team to provide sessions on supporting EL students during the NTI status. The district also translates communications to parents as needed.

Each school provides a plan for instructional support for students with specific Program Services Plans. Each school in JCPS has a GT Lead that is instrumental in working with school counselors. Gifted Leads are responsible for reaching out to GT students within the building and for working with teachers to support the more advanced learning experiences for GT students. This support system will continue to operate during any potential NTI period. The district has already provided online professional learning experiences for teachers to support the inclusion of GT strategies for students during NTI instruction and small group experiences.

For students in alternative education settings served by the district, plans for instructional and socio-emotional support for students are in place in order to meet their needs. As with groups already mentioned above, we are committed to ensuring students in our alternative programs experience as close to the same experience as a student in a comprehensive program. Alternative schools will adhere to the same instructional guidelines and procedures as any other school offering NTI. Many of our students who attend alternative programs need additional support with learning, social-emotional health, and trauma support, while not in class. Systems are in place to provide extended time, tutoring, trusted adult check-ins, trauma/SEL, and community-building circles. Our Re-engagement team will work directly with students who have recently transitioned into, out of, or

who are near potential exit, to ensure they have the support they need during these transitional times.

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

Preparer's Name

Robert Moore

District Role

Chief of Schools

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-2027 School Year)

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District Assurances for Continuation of Learning Plan:

The District assures:

1. The district assures that instruction delivered on Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction, for health and safety reasons, will be rigorous, aligned to Kentucky Academic Standards, and comparable to quality that would have been provided on a regularly scheduled in-person student attendance day.
2. Schools utilize a learning management system to make instructional design more adaptable for NTI Days.
3. Instructional design on NTI days will move beyond simple worksheets and incorporate engaging, interactive learning experiences that promote critical thinking and application of knowledge.

4. Agreements have been established 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, delivery of specifically designed instruction (SDI), 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 students, regardless of their access to technology or individual learning needs, will have equitable access to high-quality instructional opportunities.
7. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.
8. All staff will comply with their contract obligations on NTI days.
9. Participation will be recorded for all students and staff on NTI days.
10. There is a written communication plan to notify all relevant partners, shareholders, and media outlets information related to NTI days.
11. The district's NTI plan facilitates meaningful interaction between teachers and students to provide support, feedback, and opportunities for clarification, mirroring the interaction that would occur during in-person learning.

Superintendent

Dr. Brian Yearwood

Date

12/23/2025

To seek the Commissioner's approval, pursuant to KRS 158.070 and 701 KAR 5:150, for the district's non-traditional instruction plan providing for a continuation of learning, please complete the questions to describe the implementation plan for the following academic year:

1. Instruction

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

Preparer's Name

Robert Moore

District Role

Chief of Schools