



2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)_04062026_12:11

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

Russellville Independent
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Russellville, Kentucky 42276

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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
Kyle Estes, Superintendent
Russellville Independent School District

Date
April 21, 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?

To ensure uninterrupted rigorous learning aligned to Kentucky Academic Standards when in-person instruction is not possible due to health or safety reasons, Russellville Independent School District implements a comprehensive non-traditional instruction (NTI) plan. For grades K-12, Google Classroom serves as the primary digital platform for delivering lessons, assignments, and assessments. K-8

grade students receive packets, and Pre-K also has supplemental assignments provided by their teachers for continued learning opportunities at home. High school students (9th-12th grade) are equipped with individual Chromebooks, ensuring 1:1 device access for online learning.

Teachers provide clear schedules to families and use Google Classroom to facilitate both whole-group and small-group instruction. All lessons, learning targets, and assessments are carefully aligned with Kentucky Academic Standards (KAS) to maintain educational rigor. Communication and communication logs are tracked in Infinite Campus and through the use of ParentSquare. Parents and students can communicate directly with their teachers through texts and group communications over a secure and monitored service provider. In cases where NTI is triggered by health or safety concerns, classified staff are assigned relevant tasks, such as completing Safe School training videos or role-specific assignments. Certified teachers continue delivering instruction, maintain regular communication with families, and document all family interactions in the Infinite Campus PLP log. Additionally, all district employees participate in NTI-focused Professional Learning within the first 60 days of the school year to ensure preparedness for seamless transitions to non-traditional instruction. Upon return from NTI, students are given two days of in-person instruction to receive additional assistance with assignments.

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.

The district accounts for equitable student access to online resources and/or instruction if a student does not have access to the internet and/or devices (and for students who may need to access information differently) through the following alternative plans, which ensure all students have equitable access to learning opportunities that are comparable in rigor and quality to digital instruction:

The district's primary delivery method is digital via Google Classroom, with every effort made to ensure all students have access to a device and the internet. For students without reliable internet or device access, the district provides packets for K-8 grade students and supplemental teacher-provided assignments for Pre-K students. These materials contain the exact same lessons, assignments, and assessments aligned to Kentucky Academic Standards as the digital versions. High school students have 1:1 Chromebook access; any student lacking a device receives equivalent paper-based materials. These packets and supplemental assignments maintain identical rigor, quality, and standards alignment to digital instruction.

For students who need to access information differently (e.g., print-only, large-print, or modified formats), materials are adapted and included in the packets or provided in accessible digital formats where possible. Agreements with community partners (libraries, community centers, churches) are in place to enhance delivery of services and may provide alternative access points such as on-site internet/computers during NTI days. Teachers communicate with families via phone, ParentSquare, or

other non-digital means to support assignment completion, answer questions, and track participation. This ensures equitable, comparable learning opportunities for all students regardless of digital access. Upon return from NTI, students are given two days of in-person instruction to receive additional assistance with assignments.

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

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, as follows. 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:

Russellville Independent School District (RISD) ensures seamless implementation of IEPs during non-traditional instruction (NTI) days through a well-coordinated, inclusive approach in virtual or alternative learning environments. Special Education (SPED) teachers provide small-group instruction via Google Classroom and actively participate in general education planning meetings to align teaching strategies. SPED and English Learner (EL) teachers deliver targeted support in small groups through Google Classroom, working closely with general education teachers to implement tailored accommodations and modifications for daily assignments, as specified in students' IEPs and 504 plans. Teachers in resource classrooms use Google Classroom (or adapted paper materials and Pre-K supplemental assignments) to assign individualized, adapted tasks and communicate daily with students on their caseload.

The district's Exceptional Education team, including Occupational Therapists (OT), Physical Therapists (PT), and Speech and Language Therapists, collaborates with general education staff to ensure equitable access to the curriculum for students with disabilities. All IEP-mandated services—such as testing accommodations, modified assignments, supplementary aids, and specially designed instruction—are delivered with fidelity and quality via Google Classroom, Google Meet, or similar platforms, or through adapted packets and Pre-K supplemental assignments where necessary for alternative access. Progress on IEP goals is regularly monitored, documented, and shared with families to ensure meaningful progress. SPED and general education teachers conduct one-on-one or small-group Google Meet sessions to provide personalized support, ensuring all accommodations and modifications are consistently applied.

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The Admissions and Release Committee (ARC) is directly involved in planning and decision-making for NTI days. The ARC ensures that each student's NTI-specific contingency plan is clearly documented in their IEP conference summary. This plan outlines how accommodations, modifications, and services will be provided during virtual or alternative instruction, ensuring compliance with IEP requirements and meaningful progress toward goals. Exceptional Education staff maintain ongoing communication with families (via Infinite Campus, ParentSquare, phone, or other secure methods) to address questions and concerns, fostering a supportive learning environment during NTI. Upon return from NTI, students are given two days of in-person instruction to receive additional assistance with assignments, including any IEP-related supports.

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.

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 are as follows. 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:

Russellville Independent School District (RISD) ensures that all special populations—including students with 504 Plans, English Language Learners with Program Services Plans (PSP), students with Gifted Student Services Plans (GSSP), and those in alternative education programs—receive continuous, high-quality support during NTI days. Certified faculty members trained to deliver these specialized services create individualized plans tailored to each student's needs, ensuring full compliance with their respective 504 Plan, PSP, GSSP, or alternative education requirements. Regular education teachers collaborate closely with specialists to integrate accommodations, modifications, and differentiated instruction into daily assignments (delivered digitally via Google Classroom/Google Meet or through equivalent K-8 packets and Pre-K supplemental teacher assignments), maintaining the same quality and rigor as in-person instruction.

For students with 504 Plans, required accommodations and modifications are provided through Google Classroom assignments or adapted packets and Pre-K supplemental assignments, with general education teachers and support staff collaborating to ensure appropriate access and challenging learning opportunities aligned with the plan. For ELL students, EL teachers provide targeted language instruction through Google Classroom using small-group or one-on-one virtual sessions to support language development and academic progress, with schedules

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coordinated to avoid conflicts. For gifted students, the Gifted and Talented (GT) and Primary Talent Pool (PTP) teacher meets with students online once per week at a set time, delivering enriched content designed to challenge and engage advanced learners. Similarly, GT and STEAM teachers schedule weekly virtual meetings with specific students at designated times, carefully coordinating with other staff to prevent scheduling overlaps and ensure consistent service delivery. Students in alternative education programs receive personalized virtual instruction from certified staff, with content and pacing adjusted to address their academic and behavioral goals in collaboration with regular education teachers.

All instruction and services are delivered through virtual platforms (Google Classroom and Google Meet) or alternative K-8 packets and Pre-K supplemental teacher assignments where needed, with progress meticulously tracked and shared with families. Supports are clearly documented in the student's 504 Plan, PSP, GSSP, or Personalized Learning Plan (PLP) to ensure seamless access to tailored accommodations and services during NTI days. These plans also outline provisions for enhanced support upon return to in-person instruction, ensuring continuity and reinforcement of learning. Specialized staff maintain regular communication with students and parents (via Infinite Campus, ParentSquare, phone, or other secure methods) to address concerns and promote equitable access, fostering a supportive and inclusive learning environment during NTI. Upon return from NTI, students are given two days of in-person instruction to receive additional assistance with assignments. The combination of digital tools, paper alternatives, staff collaboration, and community partnerships guarantees that students receive appropriate supports and challenging learning opportunities that fully align with their plans and maintain instructional quality.

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

Preparer's Name

Jennifer Pope

District Role

Director of Pupil Personnel

Attachment Summary

Attachment Name	Description	Associated Item(s)
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