



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

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Hopkins 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 Damon Fleming

Date
4/29/26

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?

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, Edmentum, 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 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 proactively addresses the digital divide by integrating rigorous low-tech alternatives directly into our K–8 choice boards. These options are purposefully designed to mirror the cognitive demand of digital assignments, ensuring all students—regardless of home internet connectivity—remain engaged in high-quality, standards-aligned learning. Furthermore, the district maintains an equitable completion policy: students who require school-based technology or specific physical resources to finalize their work are granted a flexible window upon their return to the building to complete and submit assignments without penalty

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

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 completed grade level paper packets developed by MSD teachers. Assignments are aligned with student IEP goals and focus on reading, writing, math, social, adaptive and cognitive schools. 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 purposed of determining and complying with legally required timelines.

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.

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 create 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.

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

Preparer's Name

Wendy Mitchell

District Role

Director of Elementary and Title I

Attachment Summary

Attachment Name	Description	Associated Item(s)
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