



2025-2026 Phase Four: Non-Traditional Instruction Continuation of Learning Plan for Districts (Implemented 2026-27 School Year)_03102026_09:42

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

Simpson County
Tim Schlosser
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Franklin, Kentucky 42135

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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
Tim Schlosser

Date
4-6-26

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?

Standards-Aligned Curriculum (HQIR): The district ensures rigor by implementing High-Quality Instructional Resources (HQIR) that are directly aligned with KAS. These include: Literacy: Amplify for grades K–8 and Savvas for grades 9–12. Mathematics: Eureka Math Squared for grades K–5 and Savvas for grades 6–8. Science: Open Sci Ed for grades 4–12.

Assessment Literacy and Monitoring: The district uses digital platforms such as iReady, and STAR to monitor student mastery of standards and adjust instruction based on data. This infrastructure allows for the collection and analysis of student performance data even if physical attendance is interrupted. A primary goal of the district's PD plan is to equip teachers with the skills to ensure "ALL students access grade-level rigorous resources and instruction". This includes training on evidence-based instructional strategies and the use of technology for data management.

Technological Resources: The district utilizes video conferencing tools for virtual meetings and provides devices (laptops, tablets) for teachers to access assessments and resources, which are essential components for remote instruction.

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.

For students who need to access information differently, such as those in special education or at-risk categories, the district utilizes a structured approach to ensure they are not excluded from rigorous learning: Teachers use data from formative assessments and classroom observations to design interventions including small-group instruction, differentiated tasks, guided practice, and individualized support. For students requiring alternative assessments, the district utilizes the Teach Town program. Other specialized resources for students needing different instructional paths include UFLI, Heggerty, Amplify Boost, and iReady lessons for literacy, and Happy Numbers and Eureka Math Squared intervention strategies for mathematics.

MTSS Framework: The district is strengthening its MTSS to provide consistent intervention and instructional schedules aligned to student needs across all tiers. This includes progress monitoring at least every six weeks to inform instructional decisions.

The district ensures that alternative or differentiated instructional plans remain as rigorous as standard digital instruction through the following methods: Standards-Aligned HQIRs: All instruction, including interventions, is anchored in HQIRs like Amplify (K-8), Savvas (9-12), and Eureka Math Squared, which are explicitly aligned to the Kentucky Academic Standards (KAS). Evidence-Based Differentiation: Professional development focuses on using these resources to support differentiated instruction, meeting the needs of students at grade level, those requiring additional support, and gifted learners simultaneously. Consistency in Assessment: Regardless of the delivery method, the district monitors student mastery of standards through MasteryConnect, iReady, and STAR assessments to ensure that all students are making progress toward the same proficiency goals. Instructional Monitoring: Lesson plans and instructional artifacts are reviewed to verify they "clearly reflect standards-based objectives" and "include differentiation for varied learner needs".

The district provides devices (laptops and tablets) and video conferencing tools to staff to facilitate access to resources and virtual meetings.

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

To ensure meaningful progress on learning goals, the district employs rigorous data collection and monitoring systems: For students participating in alternative assessments, the district utilizes the Teach Town program to monitor progress. The district's goal is to conduct progress monitoring for all Tier I–III students—which includes special education and at-risk students—at least every six weeks to inform instructional decisions. Standardized Tools: Progress is tracked using various tools such as STAR CBM, iReady, and Brigance to ensure students are meeting their personalized learning goals.

The district ensures that instruction in any environment remains rigorous by using evidence-based resources and monitoring their implementation: The district conducts instructional walkthroughs and fidelity checks to ensure that all teachers, including special education staff, are using High-Quality Instructional Resources (HQIR) as intended. The Director of Special Education works directly with special education staff to increase their training and skills, specifically targeting schools with identified needs in special education performance. Students receiving additional support use research-based tools like UFLI, Heggerty, and Eureka Math Squared intervention strategies, which are designed to provide grade-level rigor with necessary scaffolding.

The district provides video conferencing tools for virtual meetings (which could include ARCs or remote coaching) and devices (laptops and tablets) for teachers to access assessments and resources. The district's Professional Development (PD) plan emphasizes "instructional processes that allow ALL students access to grade-level rigorous resources," which includes differentiated instruction for those requiring additional support. The Multi-Tiered System of Supports (MTSS) ensures that intervention and instructional schedules are consistently aligned with student needs across all tiers, regardless of the setting.

Meaningful progress is supported by consistent communication between the school and home. The district informs parents of student progress through multiple methods, including report cards, Rooms messages, conferences, and meetings.

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

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appropriate supports and challenging learning opportunities that align with their
plans and maintain the quality of instruction during NTI days.

The district ensures that gifted learners continue to receive challenging opportunities through differentiated instruction. Professional development focuses on using evidence-based resources to meet the needs of students performing above grade level. Curriculums like Amplify (K-8) and Savvas (9-12) are utilized to provide rigorous, standards-aligned content that can be adapted for enrichment. Teachers use tools like iReady and district benchmarks to track "stretch growth," ensuring that even high-performing students are consistently challenged.

For students with alternative education needs or specific disability plans (which would include 504 and special education), the district employs strategies for these students include small-group instruction, differentiated tasks, and individualized support, which are monitored through instructional walkthroughs to ensure fidelity.

To maintain the quality of instruction for special populations during virtual or alternative instruction, the district utilizes several key strategies. The district provides video conferencing tools for virtual meetings (which could support remote plan reviews) and devices (laptops, tablets) for teachers to access assessments and student-specific resources. Data-Driven Adjustments: Professional Learning Communities (PLCs) meet regularly to analyze student work and assessment data (e.g., STAR, iReady, Brigance) to inform instructional adjustments for students in all tiers. District and school leaders conduct evidence-driven walkthroughs to verify that lesson plans include the necessary differentiation for varied learner needs and that standards-based objectives are being met.

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

Preparer's Name

Shelina Smith

LeAnn Fisher

District Role

Shelina Smith- Chief Academic Officer

LeAnn Fisher- DAC/Instructional Supervisor

Attachment Summary

Attachment Name	Description	Associated Item(s)
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