



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

Livingston County
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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
Amy Ramage

Date
February 18, 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?

Livingston County Schools's vision is for all students, staff, and faculty to Live RED (Reaching Excellence Daily) and its mission, to provide rigorous, engaging, and differentiated learning for every student, every day, is not limited to instructional models. It is essential for our district to ensure a continuation of learning during nontraditional instructional days (NTI) and this will be achieved by using Google Classroom. The district is a one-to-one district meaning that each student is issued

a Chromebook at the beginning of each school year. Each faculty member is issued a laptop as well. Faculty and staff continue to receive targeted technology related professional learning to address ongoing needs of nontraditional instruction. Students receive refresher training on the acceptable use policy and best practices for using the Chromebook and Google Classroom in the first two weeks of school. Students will be able to access online platforms that are used to provide instruction and practice such i-Ready Mathematics, HMH Into Reading Curriculum, Amplify Science Curriculum, OpenSciEd Resources, History Alive! resource, APEX, IXL, and No Red Ink. The expectation is that staff will incorporate the use of Chromebooks and Google Classroom into their everyday instruction. Students in grades 9-12 will take the Chromebooks home with them each day and therefore will be prepared in case an NTI day is needed. Students in grades K-8 will take Chromebooks home in the days leading up to a possible nontraditional instruction day. It will be communicated via local news sources, social media outlets, one-call, and the school website at the early possible time when an NTI-day is been instituted. This will provide for a seamless continuation of learning when needed. Students with limited access may contact the Livingston County School Board of Education to inquire about receiving a WiFi hotspot to increase internet accessibility. WiFi hotspots are loaned to students demonstrating a need whether due to lack of internet service or financial constraints.

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.

Students with limited access may contact the Livingston County School Board of Education to inquire about receiving a WiFi hotspot to increase internet accessibility. WiFi hotspots are loaned to students demonstrating a need whether due to lack of internet service or financial constraints. Upon request, students may obtain paper copies of materials if needed.

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

Special education teachers will work in collaboration with classroom teachers to ensure individual student needs are being met by reviewing virtual assignments noting specific modifications for individual students that have been identified in that student's Individual Education Plan (IEP). Special education teachers will also join virtual instructional sessions with classroom teachers to provide further assistance and accommodations where needed. They will also be available by

phone, email, or in-person to provide assistance to any students who need help.

Special education students will be given additional time to complete assignments and other modifications, as noted in their IEP. If needed, the Admissions and Release Committee may meet virtually during times of nontraditional instruction to reevaluate student needs.

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.

The Gifted and Talented and English Language Learner Coordinator will work in cooperation with classroom teachers to differentiate lessons and to provide enrichment activities. Translations of the plan will be provided in the native language if needed. Students who are in the alternative education program New Beginnings may continue to access their learning via the APEX online program for a seamless transition when in-person learning is not available.

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

Preparer's Name

Melissa Quertermous

District Role

Director of Pupil Personnel

Attachment Summary

Attachment Name	Description	Associated Item(s)
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