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

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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
Christopher Bentzel

Date
March 24, 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?

NTI Point of Contact:

Each school will have a Point of Contact for NTI who will communicate expectations to their building staff and monitor implementation at the school level. Schools will want to update the school website with school specific resources or instructions for NTI, including methods for parents to contact teachers and/or administrators. NTI

resources will also be posted on our CCPS website for parents and students to access. Students and families will be notified of the procedures for NTI early so they are prepared for last-minute closures.

Teacher Expectations:

Office Hours-All teachers need to set a period of time each day that they are available for parent and student questions. Being available to utilize Google Meet, answer calls, and provide feedback to students is critical to the success of NTI. Time may be protected in the teacher's day for them to grade student work, record lessons, upload tasks and assessments as well as participate in PLCs, RTI, faculty meetings, and welfare check meetings with administrators. Teachers are not expected to respond to students and parents after 3 p.m. Any questions they receive during the evening hours will be answered the next day during working hours. It is critical that teachers voicemails be set up and checked daily.

Instruction - NTI Best Practices Document

Delivery of content should follow the CCPS curriculum pacing guides. Effective, standards-driven instructional practices around supportive learning environments, engaged learners, authentic learning, differentiation, 21st century learning, and student use of technology should be incorporated into lessons. Lessons should include:

- Communication of learning targets and success criteria at the beginning of every lesson
- Formative assessment practices that guide instructional decisions
- Effective and timely feedback
- Differentiated instruction that addresses learners' needs
- Opportunities for students to collaborate

The content delivered during NTI will be a mix of new learning and review of previous learning, depending on the timing and length of the closure.

Assignments given during NTI need to be clearly labeled by day. Because instructional plans will be created ahead of time, the content may not be specific to regular classroom instruction, but should be generalizable to the subject so that work is meaningful.

Learning Management System (LMS)

Administrators should monitor student devices or internet access to determine if alternative methods for learning are necessary. Google Classroom is the LMS for elementary students. However, in the event of an abrupt closure, such as a winter storm, elementary students may not have access to computers. This will require work to be established ahead of time for students to have at home. The learning delivery can be in the form of lessons or activities and should be a reasonable amount of work that is not overwhelming to families and students. Grade level

teams should work together in the creation of the learning activities to ensure an appropriate amount of work.

Canvas is the LMS for middle and high school students. Instructional resources, videos, texts, and other resources should be housed in this platform. All work should be completed via the LMS, except in cases when the school administrator deems it necessary to provide an alternative.

Methods for student work could be lessons or activity packets, choice boards, online lessons, assignments sent digitally through Parent Square apps or project-based tasks that build over multiple days. Teachers will grade NTI student work and give feedback just as they would in face-to-face instruction.

Synchronous Learning

Synchronous learning is learning that happens in real time. An example of this would be to set up a Google Meet session to occur from 1-2 p.m. with all of the third grade students in a class. At times, all students may not be able to participate in this session due to parents' work schedules or lack of internet connectivity. This should not be punitive for that student. This is an opportunity for community building and checking in on students' well-being (physical, social and emotional). Synchronous instruction can certainly occur, but cannot be the main source of instruction due to issues with equitable access. Any scheduled synchronous meetings need to be coordinated among school staff to avoid overlapping times for students. *There is no requirement to conduct synchronous sessions during short-term NTI. When facilitating a Google Meet, teachers should be extremely cautious and ready to disable a mic/video, if needed, to protect student privacy or block inappropriate behavior. It may be helpful to have a second facilitator if the group is large.

Asynchronous Learning

Asynchronous learning is the key feature of successful online learning programs. The word "asynchronous" means not keeping time together, which refers to students' ability to access information, demonstrate what they've learned, and communicate with classmates and instructors on their own schedule. Most work completed during NTI will be done asynchronously. When possible, it is a good idea in asynchronous learning situations for video content to be added to the LMS to supplement learning. However, because of the nature of NTI and student access to technology or the internet, video content may not be readily accessible. Teachers are expected to upload learning content that is meaningful and follows a cohesive learning process that students can understand, with or without videos. This allows for flexibility for students to learn and complete assignments on a schedule that is convenient for them and their families. All CCPS staff will strictly adhere to the Technology User Agreement. Proper use of technology will be appropriate and professional at all times.

Communicating with Parents

Communication between school staff and parents is essential for student success. Below are some strategies to assist with parent communication:

- Establish a consistent location and predictable schedule for sharing information ahead of time
    - Emails, text alerts, website announcements, newsletters
- Set clear expectations and boundaries for communication.
    - Establish regular office hours and advertise them in an easy to
- Make communication multimodal, meaning there are multiple ways to communicate to studen

Assessments

If necessary, assessments given during NTI need to be appropriate for the home learning environment. Assessment during NTI will need to be planned in order to accommodate internet and computer needs, as well as access to other resources like texts, calculators. If possible, avoid unit assessments, common assessments, or other high-stakes assessments during NTI.

Monitoring Daily Student Attendance

As Non-Traditional Instruction days are considered instructional days, all K-12 students are expected to participate. Teachers will monitor student participation and report daily the number of students participating. Participation can be counted in several different ways:

- Any contact directly with students during NTI (examples: Google Meet, phone calls, emails)
- Any contact from a parent regarding their student's NTI work (Parent Square)
- Access to coursework on NTI days (examples: Canvas assignments, paper assignments, ass
- Students who completed NTI assignments.

District participation rates will be reported to the Kentucky Department of Education. KDE will pull the participation rates from Infinite Campus. Low student participation may result in an NTI day not being approved, so the best plan is to be proactive. Every school has a plan in place to MONITOR student participation and RESPOND strategically.

Student Expectations

Students are required to complete all asynchronous assignments and participate in synchronous meetings as availability and internet services allow. In regards to technology students may use their own devices at home if they already have one or they will use their school assigned device (high schools). All CCPS students will strictly adhere to the Technology User Agreement. Proper use of technology will be appropriate at all times.

Grades

The number of grades entered into IC each week should follow the school's adopted SBDM policy for grades. Students can receive failing grades for non-completion of work.

Dual Credit Courses

Dual Credit students will follow the expectations provided by their college/university teacher. The student will be responsible for communicating with their professors regarding expectations for attendance and work when CCPS is not in school.

Co-op & Work-based Learning

Students will be able to continue their co-op or other work-based learning according to their employer's expectations, provided it is safe

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.

In the event of an abrupt closure, such as a winter storm, students may not have access to Internet and/or devices. This will require work to be established ahead of time for students to have at home. The learning delivery can be in the form of lessons or activities and should be a reasonable amount of work that is not overwhelming to families and students. Grade level teams should work together in the creation of the learning activities to ensure an appropriate amount of work. Paper packets are prepared ahead of the possibility of inclement weather to provide equitable access. Students are also given the opportunity to complete NTI work after school resumes. This is especially helpful in situations where there are unplanned power outages due to weather

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

As a part of FAPE, students will continue to receive services as outlined in their IEPs and 504s to the greatest extent possible. Specially designed instruction may be delivered through live virtual lessons, teletherapy, recorded content, or physical learning packets depending on the student's needs and the IEP's specifications. An accommodation list will be shared with students and parents to ensure families are fully informed of the supports their student receives.

Special education teachers and related service providers (e.g., speech-language pathologists, occupational therapists) will collaborate with general education staff to modify or adapt NTI materials.

The district will ensure students with IEPs have access to appropriate technology (e.g., devices, internet access, assistive tech) required to engage in learning from home. Accessibility tools (screen readers, captioning, enlarged text, etc.) will be used as needed to support students' participation. Work will be modified according to the IEP and an accommodation list will be shared with students and parents to ensure families are fully informed of the supports their student receives.

Teachers and support staff will maintain regular communication with families and students to monitor progress and provide assistance.

The ARC will regularly review and adjust IEPs as needed to ensure students are receiving appropriate services during NTI days. All services provided during NTI days will be documented, including the frequency, duration, and format of services. This documentation ensures transparency and helps the ARC evaluate the effectiveness of the NTI plan. The ARC will work closely with parents/guardians to ensure they understand how services will be delivered on NTI days.

The NTI statement discussed in each ARC, in addition to specific needs of the students, as applicable, assists with laying the foundation for providing services during NTI days.

NTI Statement:

Non-Traditional Instruction (NTI) days and procedures: Every effort will be made to ensure receives the services stated in the IEP; however, there may be occasions when typical services are disrupted due to inclement weather, school schedule changes, holidays, student absences, staff absences, field trips, conferences, district/statewide testing, (pandemics/ global threats), etc. If a Non-Traditional Instruction (NTI) day occurs, services may be presented in a different format (i.e. virtual services, student curriculum packets, activities, online instruction, etc.). Regardless of possible disruptions, IEP goals and objectives will continue to be addressed as the district provides a free and appropriate public education consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

The ARC plays a central role in overseeing and adjusting services, documenting implementation, and making decisions in the best interest of the student.

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.

Christian County purchased SchoolsPLP for students in Virtual and Alternative Academies. This program is set up like a regular school day where content teachers have class periods each day and students log on during those times. This program allows students to get the same instructional day just like being in school. The students have to check in each period and the curriculum is congruent to the Kentucky Academic Standards. For students of other populations, teachers continue their additional support through Google meets with students and their caseload managers interact with them also throughout the day. Students have a one on one device so they can work on their assignments in the event we are on NTI. The modules and interaction with teachers are available to students. The goal is to continue any services offered in the regular school to be offered in the virtual learning environment.

Multi-Tiered Systems of Support Monitoring student progress and providing interventions in response to student data is critical for student success during NTI. Schools need a plan for continuation and/or implementation of MTSS.

Student Welfare Staff should maintain an awareness of student well-being and safety. They must be cognizant of their continued duty to report to the Division of Child Based Services if there is a need observed by them or reported to them during NTI.

School Based Therapists will make contacts with their caseloads via email, text or Google Meets, if necessary. Other Certified Staff Counselors, Related Service Staff, and Administrators are expected to perform regular duties and other duties as assigned, as long as it is safe to do so according to principal discretion.

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

Preparer's Name

Michelle Walden

District Role

Director of Elementary Instruction

Attachment Summary

Attachment Name	Description	Associated Item(s)