



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)

Muhlenberg 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

C

Date

January 22, 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?

Classroom instruction will be available to students by at least one or both of the following ways: 1) Student instructional paper packets for each class assigned to students 2) Software instructional programs that can be utilized via phone, lap top, personal computer or other forms of technology will have classroom assignments and lessons. These programs include but are not limited to iReady, Plato, Lexia, Google Classroom and Muhlenberg County Virtual On-Line Program. All certified

Staff will be available to assist with instruction through email, phone, or texting app for assistance.

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.

Individual Education Plans are developed, reviewed, and revised based on each student's needs per federal, state, and local guidelines. ARC decisions are based on the expectation that all students with disabilities are provided a free, appropriate public education regardless of his/her disabilities and unique needs. This means that IEPs are developed based on student need, regardless of location.

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

Student specific plans are shared with teachers and staff routinely for the purpose of differentiation of instruction. The same differentiation process applies for NTI days to ensure the continuation of targeted instruction and accommodations based on student-specific plans.

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.

District goals and initiatives are focused on learner-centered approaches which in case of NTI days will allow for individual students to work on project-based learning assignments and self-initiated learning opportunities.

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

Preparer's Name

Alex Watkins-DPP

District Role
DPP

Attachment Summary

Attachment Name	Description	Associated Item(s)
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