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

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

Madison 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
Mr. Randy Neeley

Date
January 9, 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?

Madison County Schools is committed to providing our students with the opportunity to educationally engage outside of the traditional school setting through non-traditional instructional days. The district will provide rigorous, relevant, and engaging learning opportunities to all students regardless of race, ethnicity, gender, or SES background in traditional and non-traditional environments. Non-traditional instructional days will be a continuous flow of

learning from the traditional classroom setting to a non-traditional environment. This digital learning environment allows for differentiation for students, with personalized learning, meaningful feedback, and assessment of student learning. The district has worked to make WIFI and technology devices available to students. The non-traditional learning opportunities can be instructor-led, with synchronous (live) or asynchronous (elapsed) interactions, or self-directed with our online curriculum. Madison County Schools will utilize a digital learning environment with supplementary hard-copy formats (if needed) to make content and assignments available to all students across the district on non-traditional instructional days. These non-traditional instructional days will be used at the superintendent's discretion to keep our student's learning at home during unforeseen circumstances that would cause the district to cancel traditional in-person learning. The district has worked to ensure that our staff is ready to continue instruction in a virtual setting. Staff and students have all the tools needed to move instruction from a face-to-face setting to a virtual setting seamlessly. The district is confident in our current plan to provide instruction for authentic learning in any future event that may occur. Currently, we have full site licenses for Google Learning Platform, Edgenuity, Pathblazer and GradeCam with the student portal. Clever was purchased district wide for ease of access for parents and students. Clever allows teachers to differentiate software links that have been purchased or are free for specific student needs. i-Ready is used by our K-8 students. i-Ready is an instruction and assessment software that helps provide a path to proficiency in reading and math. The above site licenses bridge the distance with authentic learning and assessment in mixed environments, traditional and non-traditional, that allows teachers flexibility to differentiate instruction for all students. Additionally, Madison County Schools has purchased other resources that can be used for our students as needed. These learning resources vary at each school level, but still assist in learning and assessment for our students at school or at home. The following are additionally purchased software resources (this is not a complete list): BrainPOP, IXL, Nearpod, Pear Deck, Moby Max, Reading Eggs, MyOn, Raz-kids, Hear Builder, Read 180, Reading Plus, and Flocabulary.

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.

To serve students equitably on NTI days, Madison County has a system for ensuring that all students have access to the content or Learning outcomes at each grade level and subject/department. First, teachers will assess students' needs for support for NTI by communicating with either the parent or each student, depending on the grade level. Through an established communication plan, teachers will collect information as to whether students need printed materials, hands-on activities, or online learning platforms. For the purposes of planning for differentiation on NTI days, teachers will create lessons that meet the learning standards/objectives but also allows for student choice in the type of activity.

After returning from the NTI day, students will have the opportunity for a check in with their teachers to determine if any additional support is needed for the learning. Additional support may include additional instruction, online access, or additional resources to assist with meeting the learning targets.

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

When in-person instruction is not feasible, Madison County Schools has a plan to meet the needs of all students, including those with IEPs. Protocols have been developed following state guidance. The district will support special education staff to deliver instruction to all students with an IEP. The district will ensure that all students with an IEP have equitable access to materials and devices to meet individual needs. Social and emotional, behavioral, fine motor, and adaptive skills of the student will be monitored, as well as academic concerns. Instructional programming can be provided in-person AND using a virtual platform when needed for: Elementary MSD, Middle/High MSC, LBD teachers; resources and equipment to facilitate teletherapy for SLP, OT, PT; access to shared documents for all Special Education staff; and securing technology for Homebound students. Protocols for ARCs will continue to be conducted virtually to limit travel and visitors during the event traditional school is not feasible. Procedures for reviewing student progress data and scheduling ARCs to make data driven instructional decisions for students will continue, as well as evaluation components when they are due. Conferences for necessary revisions will continue as needed by phone or video conferencing.

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.

Madison County is dedicated to serving all students. Madison County strives to engage students through the use of technology to create authentic and relevant learning opportunities for students. Each school will have their own plan to meet the individual needs of their students. Special circumstances may warrant portions of services to be delivered in person, and designated times of services will be arranged and will be dependent on school level plan and student need. Madison County Schools Multi-Tiered Systems of Support school teams will continue to meet in person or through a virtual platform to have PBIS Tier 1 district wide. The

following support staff will meet in-person or interact virtually with students: Occupational Therapists, Physical Therapists, Speech & Language Therapists, English as a Second Language Instructors, Gifted & Talented Instructors, Special Education Instructors, Preschool Instructors, and Alternative Education Instructors.

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

Preparer's Name

Mr. Randy Neeley

District Role

Superintendent

Attachment Summary

Attachment Name	Description	Associated Item(s)