



2021-22 Phase One: Continuous Improvement Diagnostic for
Districts_10152021_10:16

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Carlisle County
Casey Henderson
4557 State Route 1377
Bardwell, Kentucky, 42023
United States of America

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The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

Carlisle County

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Jay Simmons 10-15-21



2021-22 Phase Two: District Safety Report_10252021_11:42

2021-22 Phase Two: District Safety Report

Carlisle County
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4557 State Route 1377
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2021-22 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Policy 02.4241 Section 9

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Carlisle County High School - 8-2-21 Carlisle County Middle School - 8-30-21 Carlisle County Elementary School- 8-23-21

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Carlisle County High School- 7-26-21 Carlisle County Middle School - 7-26-21 Carlisle County Elementary School - 8-3-21

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: District Assurances_10252021_11:58

2021-22 Phase Two: District Assurances

Carlisle County
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2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: The Superintendent Gap
Assurance_12202021_09:06

2021-22 Phase Three: The Superintendent Gap Assurance

Carlisle County
Casey Henderson
4557 State Route 1377
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2021-22 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

● **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

○ Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.



2021-22 Phase Three: Comprehensive District Improvement
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2021-22 Phase Three: Comprehensive District Improvement Plan

Carlisle County
Casey Henderson
4557 State Route 1377
Bardwell, Kentucky, 42023
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2021-22 Phase Three: Comprehensive District Improvement Plan Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

An emphasis has been placed on Digital Literacy for teachers across the district with the intent to bring all teachers to the same level and more importantly to an instructional level that meets students needs now and beyond their education experience. All of the goals within the template are focused on improving the overall academic performance and experience for all students, but the digital piece became even more of a pressing need during the pandemic.

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 CDIP Goals		.



2021-22 Phase Three: Executive Summary for
Districts_01212022_10:15

2021-22 Phase Three: Executive Summary for Districts

Carlisle County
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4557 State Route 1377
Bardwell, Kentucky, 42023
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2021-22 Phase Three: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Carlisle County Schools serves students from pre-k to 12. Preschool and Headstart jointly serve 3 and 4 year old students through 5 classrooms with approximately 75-80 students. Carlisle County Elementary School serves students through the fifth grade and has 324 students. Carlisle County Middle School serves grades 6-8 and has 164 students and Carlisle County High School serves grades 9-12 and has 200 students. Adult Education services off campus are provided by WKEC. Mayfield Area Technology Center in Mayfield provides vocational courses to high school students and West KY Community and Technical College and Murray State University offer high school students the opportunity to earn college credit. The Carlisle County Virtual High School provides an alternative to students seeking a high school diploma in a non-traditional manner. 100% of the faculty is highly qualified. Carlisle County High School was consolidated in 1957 from Arlington, Bardwell, Cunningham, and Milburn High schools. The first Carlisle Comet basketball season was 1957-58, the first graduating class in the spring of 1958. Carlisle County was formed in 1886. As of 2020, the population was 4,826. Its county seat is Bardwell, Kentucky. The county is named for John Griffin Carlisle, a Speaker of the United States House of Representatives from Kentucky. According to the U.S. Census Bureau, the county has a total area of 199 square miles (515 km²), of which, 192 square miles (499 km²) of it is land and and 7 square miles (17 km²) of it (3.29%) is water. As of the census of 2020, there were 4,826 people, and 1,980 families residing in the county. The population density was 26.9 people per square mile (11/km²). There were 2,478 housing units at an average density of 13 per square mile (5/km²). The racial makeup of the county was 96.2% White, 1.5% Black or African American, 0.7% Native American, 0.3% Asian, 0.3% from other races, 2.5% of the population was Hispanic or Latino of any race. There were 1980 households out of which 29.60% had children under the age of 18 living with them. The average household size was 2.39. A definite impact and concern is the economy. 14.4% of the population live below the poverty line according to the Census, but it is expected that that number is actually higher. As we review the financial situation each year, it is a struggle to balance the budget with minimal negative impact on instruction. However, we have maintained the required state balance reserve and continue to receive excellent audit reports.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Our mission is to provide an atmosphere of educational excellence and equity within a positive learning environment, thus allowing all students to learn and achieve at a high level of academic performance and physical development. The small student/teacher ratio provides an ideal environment for both students and teachers. The district is composed of one elementary school(pre-school through 5th grade),one middle school(6th-8th grade), and one high school (9th through 12th grade). All schools, FRYSC and the District Administrative Offices are located on one campus. Each classroom has internet access, and every student has access to computer training and usage. We have recently been able to put a Chromebook in the hands of every student in grades 5-12. Individual needs of students are met through vocational, gifted, exceptional, and alternative education programs. We will continue to focus on new opportunities for students and to expand and improve facilities, equipment, and curriculum to meet our responsibility to the citizens of Carlisle County. We have high expectations for students through are school and district plans to reach proficiency. We offer a rigorous curriculum which includes many dual credit offerings at the high school. Our Local Planning Committee has identified the major facility need as a new elementary school and that project was completed in 2018.. One of the major challenges Carlisle County faces is a lack of industry and a declining population. Most of our students have to leave the county for jobs when they graduate. The County is extremely rural, but we believe through the hard work and forward thinking of the staff and administration, we continue to meet our vision and purpose for our students and give them a high quality education which prepares them to be "Learners today and leaders tomorrow."

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Over the last years, Carlisle County School District has had several notable achievements and has continued to seek improvement in all areas. * Carlisle County Schools has been able to exceed both the delivery target and the state average for graduation rate over the past 3 years. With the new graduation requirements issued by the state we anticipate that Transition Readiness will need to be an area that we improve upon in order to meet the need of every student meeting that requirement. * The exiting of our district from being labeled a Focus District based on the performance of our students in our GAP Groups. We learned several new

techniques for preparing these students that will continue to be an area we look for ways to improve upon. *Continued achievement on the ACT has been an area we are proud of. We will need to continue to improve our preparations for our students through programs such as Mastery Prep Tutoring, Mastery Prep Testing, iReady Testing, STAR Testing and other supplemental training materials in order to assist them in meeting benchmarks required for graduation. *Kindergarten Readiness scores in our district have continued to be some of the highest in the region. We will continue to work toward improvement in this area with the use of our Preschool Expansion Grants received over the past 3 years. * Our partnership with the Four Rivers Foundation has and will continue to provide for students to have increased learning opportunities by providing training and preparation programs for various assessments as well as numerous dollars donated that allow our students to earn many dual credit hours at no cost through Murray State University and West Kentucky Community and Technical College. *Our FRYSC continues to assist with daily needs of families and students as well as offering programs such as our PEEK Award winning PAL's program which puts at risk high school students in a role of assisting with preschool students on a daily basis so that they have a role in the district that encourages them. *As with every district in the country we realize that there was and continues to be a level of learning loss due to the pandemic. We continue to implement RTI programs and to utilize data from interim assessments to focus on individual student needs.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

N/A

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

With our low student to teacher ration we believe we can and do offer a quality education to students despite the limited resources that exist in a rural community. We have a dedicated and trained staff that are ready to build relationships with students in order to identify both academic needs as well as social and emotional needs. Our Safety Compliance Audit has yielded excellent results in each of the years it has been conducted since the Safety and Resiliency Act was passed. We have added a School Resource Officer to our campus in 2021 and continue to have a valuable positive relationship with the Carlisle County Sheriff's Department. It is also our belief that our Family Resource Youth Service Center is one of the best in

the state. They are truly boots on the ground and ready to serve. In short, Carlisle County Schools is a family centered and service oriented campus and we are very proud of that.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Four: Continuation of Learning Plan for Districts
(Implemented 2022-23 School Year)_04222022_10:47

2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022-23
School Year)

Carlisle County
Casey Henderson
4557 State Route 1377
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2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022... 3

2021-22 Phase Four: Continuation of Learning Plan for Districts (Implemented 2022-23 School Year)

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).

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225, Section 3(2)(b), what are the district's plans for implementing non-traditional instruction to provide a continuation of learning during times (both short-term and long-term) when in-person instruction may not be feasible and to support continuous improvement?

District Assurances for Continuation of Learning Plan:

The District assures:

1. Instruction on days designated as Non-Traditional Instruction (NTI) Days when the school district is closed to in-person instruction will be a continuation of the learning occurring on in-person student attendance days.
2. It utilizes a learning management system to make instructional design more adaptable for NTI Days.
3. It's primary delivery method on NTI days shall be digital. The district further assures that it will make every effort to ensure all students have both access to a device and to the internet.
4. Agreements have been reached with other educational entities that service the district's students (i.e. area technology centers, other dual credit institutions, regional schools) to ensure

that the district's students are not penalized when the district uses an NTI day.

5. The district will continue instruction, support and communication with all students on NTI days to ensure academic progress as well as social and emotional well-being are not negatively impacted on NTI days.

6. All teachers have received adequate professional learning to ensure they are prepared to facilitate instruction on NTI days.

7. All staff will follow their normal work schedules on NTI days.

8. Agreements have been reached with community partners (i.e. libraries, community centers, churches) to enhance delivery of services on NTI days.

9. Participation will be recorded for all students on NTI days.

10. Has a written plan in place to communicate information related to NTI days.

Please enter the name of the district superintendent and date below to certify.

Jay Simmons 4-22-22

1. What is the district's plan to ensure a continuation of learning will occur when in-person instruction is not feasible and non-traditional instruction is implemented?

As a district we have continued to make strides with regard to delivering instruction in a nontraditional settings. Beginning with the 21-22 school year we were able to be one to one with devices for students in grades 5-12. Teachers are also being provided with their own device to allow them to be more viable in a nontraditional setting. At the end of the 21-22 school year we have been able to expand to one to one throughout the district. Based on this reality, the district focus on PD has been to train teachers in streamlined instruction delivery that vertically aligns no matter the grade level or educational setting. Our District Technology Coaches continue to attend state sponsored meetings and bring enriching professional development back to their colleagues and students.

2. How will the district ensure a continuation of learning on non-traditional instruction days for students with Individual Education Plans (IEPs) when in-person instruction is not feasible? Please also address how the Admissions and Release Committee (ARC) will be involved for students with IEPs.

The ARC will meet during student's annual review of progress meeting or sooner if needed, to address possible implementation of NTI days due to inclement weather/ COVID closure. Students will receive instruction that is equitable and appropriate to students without special needs. Teachers will provide supplemental instruction to address SDI on their IEP, collaborate with gen ed teachers to ensure students receive accommodations and/or modifications as determined by their IEP. Extended time will be provided to students.

3. How will the district ensure a continuation of learning on non-traditional instruction days for other special populations of students, including, for example, English Language Learners with a Program Services Plan (PSP), students with a Gifted Student Services Plan (GSSP), and students placed in alternative education programs served by the district?

Gifted students will continue to be served through a variety of honors, dual credit and small group in person when possible. Those services that can't be provided in person will be continued through virtual based curriculum options such as Google Classroom or Edgenuity. ELL students will be served through similar platforms with the use of translation applications and video presentations. Increased communication will also be a necessary component of our plan.

4. How does the above non-traditional instruction plan providing for a continuation of learning relate to district goals?

Our district goals focus on increased student achievement, professional development and post secondary preparedness. All of the things listed above in this plan are intended to provide for continuation of obtaining those goals in all environments or circumstances.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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