



Safe Return to In-person Instruction and Continuity of Services Plan

Working Document

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General Information

The purpose of this document is to provide stakeholders with information about the safe operation of schools and continuity of services for the 2022-2023 school year. COVID-19 has a substantial impact on communities across the country and here in Allen County. As we consider reopening schools next year, we will continue to hold the following as our highest priorities: ensuring the health, safety, and wellbeing of our students, staff, and our entire school community and meeting the physical, social, emotional, and academic needs of each student.

The continuity of services plan will remain a working document throughout the pandemic. The plan will be reviewed periodically and updated based upon latest guidance (minimally every 6 months). Important changes will be communicated to stakeholders.

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Our primary source of communication with stakeholders will be through ParentSquare. More information can be found on the homepage of the school district website (www.allen.kyschools.us).

Our plan is divided into 5 categories:



Teaching & Learning



Health & Safety



Social/Emotional Wellbeing



Workforce



Operations

Plan Development

Allen County Schools' Safe Return to School and Continuity of Services plan was developed through "meaningful consultation" with stakeholders.

School Staff Reflection Sessions & Survey

The district began by conducting reflection Sessions with each school staff utilizing three core questions:

- What worked?
- What was challenging?
- What should we consider as we move forward?

Since not all staff were able to participate in the reflection sessions, we decided to also push out a survey to allow everyone to have the same opportunity to reflect on those questions. We added a question for everyone related to funding priorities related to the ESSER Funds.

Patriot Family Forum

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We have hosted parent family forums to allow small group/roundtable discussions with parents. During these meetings we had staff members facilitate conversations around any feedback/suggestions on academics and addressing learning loss, social and emotional learning, socialization, communication, mitigation strategies, and allocation of resources.

Community Working Group

Beginning at the onset of the pandemic, our district pulled together a number of community stakeholders to discuss mitigation strategies for the school system and how we might work together to ensure the safety of our students and staff. The team is composed of the following people: Director of the local Health Department; Local Health Care Providers including the local hospital; Emergency Management Director; Law Enforcement; Mayor; Judge Executive; Faith Coalition Director; Local Newspaper Owner; and School District officials. While this team is composed of individuals specific to their careers, many of them also represent faith-based (i.e., Faith Coalition) and/or civic organizations (i.e., Rotary for which Superintendent, Judge Exec., Mayor, and Newspaper Owner are all members) that serve groups of children from historically disadvantaged groups.

This team has met daily up until mid-June 2021, then we scaled back to a weekly meeting. As school resumes, this team will resume daily meetings. This team regularly discusses our local community metrics related to incidence rates and community spread and discusses our individual and collective community response to COVID-19. This team has reviewed all of our reopening plans, including any strategy changes, as well as this most recent plan. Feedback from this team has continued to inform our school district's operational plan.

Board of Education

Our local board of education has conducted a working session to discuss both our Safe Reopening and Continuity of Services plan as well as the ARP ESSER Spending plan. Subsequently, the board approved the draft of both.

Local Education Association

Leadership of the Local Education Association was asked for any feedback related to the plan. The leadership encouraged the membership to participate in the feedback opportunity that was provided to all employees and stakeholders. Additionally, the leadership collected feedback and discussed it with district leadership for consideration.

Civil Rights Organizations

Allen County does not have a formal civil rights organization (or Kiwanis Club) within the community. This has been confirmed through the office of County Judge Executive.

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The data collected from these endeavors has informed the plan. While not every challenge had a solution nor could every suggestion be incorporated, we have worked diligently to review and consider each and every piece of feedback.

A copy of the plan was originally posted on the [district website](#) on Jul 18, 2021 along with a feedback survey to allow for questions and additional input. The links to the plan and feedback form were sent to parents/guardians, students, and staff through ParentSquare (the district's mass messaging and communication platform). The data from the form is being reviewed daily and continues to inform our district plan. We have posted a Frequently Asked Question document on our district website where we are answering submitted questions.

Plan Revision

Our plan will be reviewed on a monthly basis by our school and district administrative team. Based upon current data, we will review possible revisions with our Community Working Group. Minimally, we will have a formal review and feedback opportunity in December 2021 and periodically throughout the year. Our team will review the data received and consider possible changes with our board of education.

This process will continue until the conclusion of the pandemic.

[2022-2023 COVID-19 Operational Continuum](#)

Our district has a well-defined plan for reopening schools on August 11, 2022 ([FY 23 Calendar](#)). However, we understand that this remains a fluid situation, and we will need to be flexible as the health situation in our local community, state, or nation changes. Our district may be called upon to tighten or loosen our procedures and processes. This continuum is intended to provide a summary for stakeholders on how Allen County Schools will respond to these changes. We anticipate starting school on the "Green Level" in person. A virtual option through Patriot Academy's Liberty Virtual Learning is available for students who cannot attend school in person. The decision to change levels will be based upon data, collaborative conversations with, or information from local and/or state health and/or government officials.



Teaching & Learning

School-Based Planning

This section refers to guidance for the learning process that each individual school will use to design a plan to implement and monitor.

Standards Alignment and Planning

All teachers are responsible for teaching all grade-level standards whether we are serving students in person or virtually through Non-Traditional Instruction (NClass@home). These standards can be found on KYStandards.org. Teacher teams have identified priority/essential standards for each grade level and content area. Instructional Coaches and District Reading/ELA and Mathematics Coaches support and help facilitate this work. Essential/Priority standards are those standards that meet the criteria of Endurance, Readiness, and Leverage. This requires standards to endure beyond the four walls of the classroom, ensure mastery is critical for the next levels of learning, and are leveraged across multiple contents. All priority/essential standards are unwrapped to identify the learning targets/learning intentions and DOK (Rigor) of each standard. All units of instruction, curriculum resources, and assessments will utilize these standards to ensure students are mastering the most essential content. Each school must ensure all students have access to a guaranteed and viable curriculum and evidence-based instruction, and these documents help achieve that goal. Schools will provide a time for teacher teams to meet in PLCs/Data Teams on a regular basis to ensure this work is completed and implemented with fidelity. Powerful planning through data-driven decisions and researched-based practices are the work of each PLC/Data Team in Allen County Schools.

Pacing guides and learning progressions will be critical for each grade level and content area to ensure adequate time is given to essential/priority standards throughout the year. Pacing Guides are flexible and are to be considered living documents based upon the needs of students to ensure that students master the essential knowledge and skills. Mastery View benchmark assessments will be developed based upon the pacing guide provided by grade level/content teachers.

Learning Targets/Intentions and Success Criteria will be posted and utilized throughout the course of the lesson or unit, and included on assessments. Posting Learning Targets/Intentions and sharing Success Criteria are not merely about compliance, they are highly-impactful and help students know and understand what is expected of them. By having ongoing conversations about Learning Targets and helping students understand what success looks like (Success

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Criteria), we give students an opportunity to engage more meaningfully in their learning to become assessment capable learners.

One requirement from our federal and state departments of education is that school improvement efforts be rooted in "evidence-based activities, strategies, or interventions". The Every Student Succeeds Act (ESSA), adopted into law in 2015, is the first federal law to define and identify levels of evidence for educational purposes. Evidence-based practices are essential in strengthening the effectiveness of investments to address local needs. With the support of district leaders, each school is responsible for evaluating evidence-based practices, planning for and then supporting the implementation, and examining data and reflecting upon how the intervention is working. These steps promote continuous improvement and can support better outcomes for students. Allen County Schools will use resources and tools suggested by the KY Department of Education when evaluating evidence-based practices to determine if they align to the specific needs of our students and schools.

Assessment for Learning

In the book *Classroom Assessment for Student Learning, Doing it Right - Using it Well*, the practice of formative assessment is referred to as assessment for learning. In this book, the authors explain that assessments for learning happen while the learning is underway. "These are the assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide the students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success." As noted in the PLC/Data teams section, Formative Assessment is critical in being able to answer the question, "How will we know if they are learning?"

In the first week of school, pre-assessments, Fastbridge universal screeners, and teacher input data will be used to determine the performance level of each student. Teachers will utilize a balanced assessment system (screeners, benchmark assessments, common formative assessments, and classroom formative assessments) to identify students who are proficient, students who need additional support in Tier I and Tier II and students who need intensive remediation in Tier III. Throughout the year, teachers will give Common Formative Assessments (CFAs) developed by PLCs/Data Teams and teacher-created formative assessments and provide feedback to students to ensure students can answer the following questions:

1) What am I learning? 2) Where am I now? 3) Where do I need to go next?

All common formative assessments will be created and analyzed by PLCs/Data Teams and used to drive instruction and determine the best research-based practices to utilize to meet the needs of all students. All assessments will include learning targets being assessed and feedback to students to ensure students see the direct connection between assessments and learning.

Assessment for Learning (formative assessment) strategies will be expected to be used in every lesson with documented evidence of how the data was used to plan next steps in

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instruction and feedback provided to students. The data collected from formative assessment shall be included in PLC discussions.

The process for creating CFAs is simple and should focus only on essential/priority standards.

- Pre-requisites: Choose the standard(s) and unwrap standards to ensure learning targets are identified.
- Step 1: Review the learning targets to be assessed and choose the best assessment method and item type for each learning target. (Example: We would not choose a multiple choice item to assess a standard that requires students to explain or describe.)
- Step 2: Make sure items for the assessment align to the content, skills, and rigor of the standards being assessed.
- Step 3: Discuss with your PLC/Data Team if there are unintended biases included (Example: If the word city or ocean is used in the assessment and some or most students have never been to a city or ocean, it may preclude them from being able to respond unless that specific vocabulary has been taught in the unit of study).
- Keep your CFAs short. Try to include no more than 10-12 assessment items per CFA.
- Refer to your PLC/Data Team calendar and collectively agree on a date to give the assessment and to review and analyze the data.

Multi-Tiered Systems of Support

Allen County Schools will implement Multi-Tiered Systems of Support for both academic and behavioral success of **all** students. Tier I (Core Instruction) is focused on providing all students effective instruction to master priority/essential standards, skills, and behaviors. Tier I instruction is for all students in the regular classroom. The goal should always be 80% or more of the class mastering the content with Tier I instruction. If at least 80% of students do not master the standards, school and grade-level teams should have collaborative conversations in their PLC/Data Teams to determine the best approach for moving forward. They may also need to examine the quality and fidelity of instruction occurring in Tier I. For students who achieve mastery, it is imperative that teachers prepare learning opportunities that enrich, extend, or expand their learning. We encourage teachers to utilize project-based learning, engaging tasks co-designed with students, and independent projects that will deepen learning for students at mastery.

About 15% of students may need additional time, support, or resources to master grade-level content. Tier II instruction will provide opportunities for students who need additional support in learning grade-level, essential content. Tier II intervention should happen in the classroom with the classroom teacher. Tier II interventions are meant to be fluid and address the specific grade-level skills and concepts students need to be successful. In order to know if the intervention is successful, all teachers should monitor the progress of students in Tier II. Data should be collected and used as part of the progress monitoring to determine the impact of the intervention and to identify if students need continued support, or if the intervention was

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successful and no longer needed. Fastbridge has progress monitoring tools and recommended interventions that can be implemented by all teachers in Allen County Schools.

Tier III will typically be needed by no more than 5% of students. Tier III interventions will provide students intensive support and remediation in foundational skills - foundational topics such as number sense, teaching students to read, etc. may be necessary in Tier III interventions, regardless of the grade level of the student. Tier III interventions may require students to be pulled from the classroom for intensive support from another teacher, but students should never be pulled from core instruction.

In order to create a robust Multi-Tiered System of Support, we must ensure we have clear and consistent language, structures, and plans for all students both academically and behaviorally. We have developed a [District MTSS Framework and Guidance Document](#) that will be utilized by all staff in the district. Successful implementation of MTSS requires schools to implement a continuum of systematic, coordinated, evidence-based practices targeted to being responsive to the varying needs students have related to their academic and social emotional/behavioral development (Harn, Chard, Biancarosa, & Kame`enui, 2011; Horner, Sugai, & Anderson, 2010). Interventions should be fluid and based on individual students and priority/essential standards/skills, where students are able to move in and out of interventions as needed. For example, interventions may last two days or two weeks, depending upon the needs of each student. Interventions should focus on specific skills and should not be scheduled as a class lasting nine weeks or more. It is critical that all students receive core instruction in addition to intervention support. No student should be pulled out of core instruction for intervention support. Interventions are meant to be “in addition to” services and should be taught by certified teachers who have proven to be successful in helping students master content. Our most needy students need our most expert teachers, and it is imperative that teachers supporting interventions are trained, know, and understand evidence-based practices, progress monitoring, and effective teaching. The district will support all interventionists to ensure they are trained to support students.

Citations: Buysse & Peisner-Feinberg, 2010;Griffiths et al., 2007;Hosp et al., 2016; Stoiber & Gettinger, 2016)

Evidence-Based Practices

What are Evidence-Based Practices? The Every Student Succeeds Act (ESSA, 2015), put into place a policy of accountability requiring all teaching practices, including practices in special education, to subsequently meet “high quality” research standards. Compared to those teaching methods that are “thought” to be effective (e.g., trial and error, personal experience, etc.), Evidence Based Practices are defined as, “practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects of student outcomes” (Cook & Cook, 2013). Teaching strategies that are

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considered to be highly effective are rigorously examined through the use of empirical methods of research. In addition, in the field of education, teaching strategies, or instructional practices, receive a label of Evidence Based Practices by meeting standardized criteria suggesting they are “highly effective” methods of instruction (Gersten et al., 2005; Horner et al., 2005). There are several resources available for educators that have evaluated interventions using the standardized criteria such as: the Evidence-Based Intervention Network (<http://ebi.missouri.edu/>), the IRIS Center (<https://iris.peabody.vanderbilt.edu/>), and the What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/>). These sources help educators identify and select Evidence Based Practices by categorizing Evidence Based Practices based on student academic or behavioral need (e.g., reading fluency, reading comprehension, self-management of behaviors).

Some examples of Evidence-Based Practices used in Allen County Schools include:

- ❖ **Workshop Model:** Direct Instruction .60 effect size; Integrating prior knowledge .93 (review or building on schema for new learning); Learning goals- .68 effect size; Teacher clarity .75 ; Setting the purpose .56; Time on task .62 (allows students time to think and figure it out); Cooperative learning vs. individual work .59; Teaching problem solving .68 (During reflection students discuss what they did to make meaning and to solve problems); Goal difficulty .59 (allowing appropriate amount of struggle on task); Questioning .48 (both student and teacher questions); Classroom discussion (during the lesson or during reflection) .82; Feedback (during conferring or during reflection) .73
- ❖ **Word Boxes:** Citation - Joseph, L. M. (2002). Facilitating word recognition and spelling using word boxes and word sort phonic procedures. *School Psychology Review*, 31, 122-129. NICHD: National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
- ❖ **Cover - Copy - Compare:** Joseph, L. M., Konrad, M., Cates, G., Vajcner, T., Eveleigh, E., & Fishley, K. M. (2011). A meta-analytic review of the cover-copy-compare and variations of this self-management procedure. *Psychology in the Schools*, 49(2), 122-136. Skinner, C. H., Bamberg, H. W., Smith, E. S., & Powell, S. S. (1993). Cognitive cover, copy, and compare: Subvocal responding to increase rates of accurate division responding. *Remedial and Special Education*, 14(1), 49-56. Skinner, C. H., McLaughlin, T. F., & Logan, P. (1997). Cover, copy, and compare: A self-managed academic intervention effective across skills, students, and settings. *Journal of Behavioral Education*, 7, 295-306.
- ❖ **Strategic Note Taking:** Boyle, J. R. (2013). Strategic note-taking for inclusive middle school science classrooms. *Remedial and Special Education*, 34(2), 78-90. Boyle, J. R., & Weishaar, M. (2001). The effects of strategic note taking on the recall and comprehension of lecture information for high school students with learning disabilities. *Learning Disabilities Research & Practice*, 16(3), 133-141. Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). Best practices in intensive academic interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp.1151-1162). Bethesda, MD: National Association of School Psychologists.
- ❖ **Check In Check Out or Check and Connect:** Todd, A. W., Campbell, A. L., Meyer, G. G., & Horner, R. H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of check in—check out. *Journal of Positive Behavior Interventions*, 10(1), 46-55.

Service Plans

All students participating in the Patriot Academy's Liberty Virtual Learning will be provided opportunities to participate in all core areas of instruction, in addition to CTE, Advanced Placement, and Related Arts. In addition, services plans for all students identified as exceptional learners will continue to receive instruction and support and have individualized service plans that identify supports provided.

- [Gifted and Talented](#)
- [ECE/504](#)
- [English Language Learners](#)

Assessment and Accountability

At this time, assessment and accountability requirements from the state and federal levels remain the same. Students in Allen County Schools will participate in all state and federal mandated assessments.

Allen County Schools will utilize Fastbridge screeners and Mastery View and FastBridge assessments three times per year to obtain a big picture look at data and performance within the district. These assessments are aligned to standards and will be developed as a part of units of study by all teachers. All teachers have hundreds of vetted assessment items to choose from in Mastery Connect and screeners in Fastbridge to meet individual teacher needs. Teachers should ensure that all assessment items used to align with the standards and the rigor/Depth of Knowledge of each standard being taught.

Accelerating Learning

Due to the necessity of pivoting between various instructional models during the pandemic, we anticipate learning gaps may be more pronounced than ever before. The following components reference a few, but not all, of the ways the district will address these learning gaps and accelerate learning.

Universal Screeners, Interventions, and Progress Monitoring

All teachers in the district have been trained in the use of Fastbridge to use as screening tools in Mathematics, ELA, and Social-Emotional learning. As part of the reporting, each student will have data regarding specific skills they are deficient in and need extra support in learning. The Fastbridge system also has recommendations for interventions that are personalized to the specific needs of each student and progress monitoring tools to ensure we are seeing adequate

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progress being made from the interventions being implemented. We have a district team of Fastbridge trainers who can train and support new teachers who are hired throughout the year and to help PLCs determine the best interventions to use with each student.

PLCs / Data Teams Process

The [Kentucky Model Curriculum Framework](#) provides an excellent overview of Professional Learning Communities (PLCs). In short, PLCs are groups of teachers (either organized by grade level or content area) who work together toward a common goal by meeting on a regular basis with a very specific focus on analyzing the effects of their actions on identified student outcomes. All PLCs should constantly ask the following four questions:

1. What do we expect our students to learn?
(These are the essential/priority standards that have been unwrapped and planned in each unit of study. PLCs should use these standards and learning targets in the development of their Common Formative Assessments.)
2. How will we know if they are learning?
(This question will be answered by PLCs when they meet to review data from their Common Formative Assessments.)
3. How will we respond when some students do not learn?
(This is the instructional conversation that identifies how teachers will respond to the data. Data should be reviewed, and students should be identified by those who are proficient, close to proficient, and far from proficient. MTSS - interventions will also be identified in this PLC conversation.)
4. How will we enrich and extend learning for students who already know it?
(For students who have mastered the content, PLCs will decide how to enrich, extend, or expand upon their learning. Many PLCs want to look at standards from the next grade level for these students, but there are a multitude of ways to deepen learning for students in this category. It is recommended that all schools use project-based learning, tasks co-designed with students, independent projects, and extension activities that build upon the foundation of the current standards)

Allen County Schools has been working to strengthen our PLC/Data Teams process over the last two years. Last year, school leadership teams reviewed the [Kentucky Model Curriculum Framework](#) and created 90-day action plans related to further enhancing our PLC work. Our district will continue to focus on and strengthen PLC/Data Teams to ensure the needs of all students are being met. District and school-level instructional coaches will support teacher teams in reviewing data, interventions, and progress monitoring as well as selecting evidence-based practices to utilize in their classrooms.

During the 2021-2022 school year and beyond, the expectation for PLC/Data teams to meet at least weekly and be intentional about addressing the four questions of PLCs, with every meeting focusing on one or more of the questions noted above. PLCs are welcome and encouraged to

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meet more than one time per week. Many PLC/Data Teams find they need to collaborate a couple of times per week to ensure they get the most out of their time together. Effective PLCs lead to collective efficacy. Collective Teacher Efficacy is the collective belief of teachers in their ability to affect students positively. With an effect size of $d=1.57$ (Hattie, 2017), Collective Teacher Efficacy is strongly correlated with increased student achievement. A school staff that believes in their collective ability to accomplish great things is vital to a healthy school culture, and if they believe they can make a positive difference, they likely will.

Citation of Evidence Based Practices: Studies conducted by the Center on Organization and Restructuring of Schools (Newmann & Wehlage, 1995); the National Commission on Teaching and America's Future (Carroll, Fulton, & Doerr, 2010); the Annenberg Institute for School Reform (2005); the Wallace Foundation (Louis, Leithwood, Wahlstrom, & Anderson, 2010); and the American Educational Research Association (Holland, 2005) provide just a small sampling of the research base that confirms the positive effect of the PLC process on both student and adult learning. As a review of the research on PLCs concluded, The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes (Vescio, Ross, & Adams, 2008, p. 87).

High Dosage Tutoring

Evidence suggests that high-dosage tutoring can produce learning gains for students. The District of Columbia Office of the Superintendent's publication, High-dosage Tutoring: A Proven Strategy to Accelerate Student Learning Guide for Local Education Agencies,

High-dosage tutoring consists of:

- Intensive tutoring that occurs one-to-one or in very small groups on a sustained, daily basis, during the school day, to help all students accelerate their learning in an individualized manner.
- An intentional use of additional time with a specific focus on building prerequisite knowledge and skills while simultaneously integrating new learning that is part of the grade-level curriculum.

High-dosage tutoring is not remedial work. Rather, it focuses on scaffolding academic content so students can access new learning, while also building upon their knowledge and skills base. Research has found that when tutoring is provided at a "high dosage" and with certain features in place, it leads to increased learning for students. High-dosage tutoring is a different model from informal, infrequent tutoring, which is often provided by less qualified tutors and suffers from remediation approaches and less consistency due to tutor and/or student absence from the program. Some volunteer tutoring programs have research backing their effectiveness, but many volunteer-run

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tutoring programs lack the intensity and quality that are required to move the needle on student outcomes.

Annenberg Institute at Brown University has released a publication and research related to [Accelerating Learning with High Dosage Tutoring](#) that includes design principles for effective tutoring.

In Allen County, this may take the form of before and after programs or tutoring during the school day. Schools are provided autonomy in building their programs in alignment with the research on high dosage tutoring. Schools will be allocated a per-pupil amount to implement this process.

If schools elect to deliver after-school tutoring, transportation will be provided on Tuesday and Thursday. For schools electing a virtual option for tutoring, we will contract with a vendor who provides high dosage tutoring services virtually to tutor students during the school day.

PBL and The Patriot Academy STEM Hub

The pandemic exacerbated what we already knew - the one hundred year old model of learning doesn't work for most students. Students seated in straight rows and working from a textbook are antiquated and don't meet the needs of our learners. Achievement gaps are widening and engagement is at its lowest point in educational history. Many teacher and parent surveys demonstrate this as a resounding trend in Allen County Schools. We know that learning can happen anywhere at any time and we want to provide our students and teachers the opportunity to explore new ways of teaching and learning to address the learning loss that has occurred from the pandemic. Our district is investing in a district-wide STEM Hub for our students to experience hands-on opportunities for learning and training in PBL 101 (Project-Based Learning) for teachers. After two years of inconsistent in-person learning and a lack of high-quality engaging tasks, it is a priority for our students and families for each student to be provided multiple opportunities for engagement with content and competencies in a different way. Personalized and authentic learning opportunities through project-based learning and the use of the STEM Hub, will allow students to explore content-rich tasks, problem solving, collaboration, communication, and resiliency will be a focus for every classroom in the district. Students will get to use equipment and technology that have not been available to them before. We believe this will help our students begin to make connections to real-life, real-world experiences and careers and engage students in meaningful learning that leads to mastery.

Resourcing to Address Academic Needs of Students

Allen County School District administrators and coaches will work with all school teams to determine the needs of each school as part of the work of ensuring strong core instruction and robust interventions are in place. Resourcing will be prioritized to effectively support closing

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learning gaps and meeting the individual needs of each student. Each school, in collaboration with the district, will ensure that their plans for strategically resourcing will impact effective planning, data-driven decision making, and research-based practices. Teams will prioritize developing a guaranteed and viable curriculum through purchasing resources that are aligned to standards, and include research-based or evidence-based strategies, programs, and curriculum. Resources purchased may include, but are not limited to hiring teachers to support intervention, textbooks, software, and opportunities for personalized professional learning.

Summer Learning Programs

Each school in the Allen County School District has offered a robust multi-week summer learning program to provide students with additional time and support in mastering essential knowledge, skills, dispositions, and behaviors. Teachers will ensure programming for the summer includes hands-on, interactive, and fun learning experiences. While instructional technology is strongly recommended, teachers will not be allowed to simply put students on a software program as their instruction during the summer.

Learning Options for Students

- ACS In-Person Instruction - Students attend school in-person, five days per week (or as many days as allowed by our Operational Continuum). Google Classroom will be used as the Learning Management System for all in-person students. It will be utilized on a daily basis so teachers and students can easily access materials and content in case students are subject to isolation or quarantine. If NClass@Home is needed for illness or weather, everyone can easily transition to learning remotely for a short time.
- ACS Liberty Virtual Learning Program - Students attend online using Acellus, with the support of certified teachers through synchronous methods. Content area teachers will be assigned to support students who have questions, need assistance, or need additional teaching or support. Teachers will check in with K-5 students at least twice per day. This option is performance based and teachers will monitor progress to ensure students are successful.
- Nclass@home - [NTI Continuous Learning Plan](#)

Patriot Academy

Allen County School District is offering an in-person and virtual option for students who require an alternative to a regular school setting. Patriot Academy is the district's A5 school where students are serviced in a variety of ways. Students interested in a virtual option must enroll in Patriot Academy's Liberty Virtual Learning Program. While the primary mode of instruction will be virtual, the district will offer onsite, in-person learning opportunities for all enrolled students. They will be able to come to the district STEM Hub at least monthly and participate in field trips that connect to their academic and career interests.

Certified teachers and classified staff will be assigned to support students in Patriot Academy. A director has been assigned and will also be available to support Patriot Academy staff, students, and families.

- Acellus - Students will use online platforms for a full suite of K-12 online learning and curriculum that aligns to grade-level requirements under the supervision, facilitation, and direction of certified teachers.
- Each student will be assigned a certified teacher - who is responsible for the following:
 - Selecting all curriculum and lessons, and aligning pacing of curriculum to in-person instruction.
 - Facilitating the course.
 - Teachers will check in with K-5 students at least twice per day and monitor the progress of all students weekly.
 - Supporting students who need additional support with synchronous opportunities to learn.
 - Scoring, providing feedback to students, and grading assignments and assessments.
 - Contacting students to check on academic and social-emotional well-being through two-way communication.

Nclass@home

- NTI Continuation of Learning Plan
- Days in which all students work from home due to illness or weather-related events (snow days).
- All staff will work at their regular worksite and follow their usual reporting times, except for weather-related closures.
- All students work from home. *Teachers' personal children will be allowed to come to school IF the following conditions are followed:

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- All children MUST stay in their parent's room. They need to do their Nclass@home work from their parent's room.
- This is a privilege for our staff, because most businesses do not allow employees to bring their children to work.
- All teachers are expected to fully complete all of their duties and not be distracted by the presence of their personal children.
- If there is an instance where personal children are not in their parent's classroom or if this creates a problem, this privilege will be revoked.
- Teachers will assign meaningful tasks and projects for students to complete through Google Classroom.
- Instructional technology support will be provided by the District Digital Learning Coach on an as-needed basis.
- If multiple days in a row of Nclass@home is necessary, teachers will prepare material 1-2 days prior to allow time for the full transition to Nclass@home.
- Google Classroom - All content (assignments and videos) will be housed in Google Classroom throughout the year and used as a part of daily instruction to ease the transition of Nclass@home.
- Teachers will provide training for students on how to use Google Classroom and Zoom/Google Meet during the first days of school.
- Regular practice of Google Classroom and other instructional technology tools will be used for in-person instruction to keep students aware of the process.
- It may be necessary to record and post videos to Google Classroom. Students can also share reflections in Google Classroom.
- If the entire district transitions to NClass@Home, classes K-8 should follow a schedule for hosting Zoom or Google Meet sessions with students. Each session has a time limit to ensure students can access multiple sessions throughout the day with various teachers. Schools will develop a specific schedule for all Nclass@home days.

Isolated Students

Students attending In-Person Instruction may need to be isolated due to illness. When this happens:

- Schools must be notified if a student will be absent multiple days.
- All coursework will be posted in Google Classroom and will be accessible to any student who is isolated.

Service Delivery Changes and Participation

Students can apply to attend Patriot Academy's Liberty Virtual Learning at any time.

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- Students opting to attend Patriot Academy's Liberty Virtual Learning may participate in extracurricular activities, including coursework at the high school (as space allows), art/music programs, and extracurricular activities that take place after school.

Calendars/Important Documents

- [Allen County Schools 2022-23 Calendar](#)
- [KDE Guidance Document: Exceptional Learners and Preschool](#)

Technology Systems

This section defines the types of technology needed to support students and teachers.

- District Supported Apps
 - Google Classroom
 - Zoom
 - Google Meet
 - Acellus (Patriot Academy Only)
 - Loom
 - Other instructional technology tools that support student learning
- Hardware
 - Teachers will have a teacher workstation/Chromebook with a microphone and camera.
- Training Needs (Based on survey and feedback) has been provided and

 - One-on-one and small group training to support instructional technology is available from the District Digital Learning Coach.
 - Google Suite Tools
 - Zoom
 - ACS Personalized Professional Learning Site with various instructional technology tools training is also available to ensure teachers have autonomy, voice, and choice in their professional learning.

1:1 Chromebook Initiative

The Offices of Teaching and Learning and Technology have embarked on the ambitious task of preparing nearly 3,000 Chromebooks for the students of Allen County Schools. As part of our 1:1 initiative, it is the expectation that every student will use a computing device as an integral part of teaching and learning in the 2022-2023 school year. Students attending both in-person

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and the Patriot Academy will use a device every day. This will ensure that our students are prepared for any transition to Nclass@home if weather-related events or the Covid-19 pandemic forces us to learn remotely. No student will be allowed to use a personal device.

Chromebook Replace\Repair Cost

We have prioritized spending to ensure all students have access to a device that will be utilized in daily in-person instruction and during any transition to Nclass@home or Patriot Academy's Liberty Virtual Learning. It is the responsibility of the student and families to ensure these devices are taken care of and remain in good working order. In the event a Chromebook is lost or damaged beyond repair, it is the parent\guardian's responsibility to pay the replacement cost of the Chromebook. Replacement cost is based on a depreciated scale shown in the table below.

Age of Device	Depreciated Replacement Cost
Less than one year	225.00
1-2 years	180.00
2-3 years	135.00
3-4 years	90.00
4+ years	50.00

Repair Costs

Actual cost of the part(s) to repair a damaged Chromebook will be the responsibility of the parent(s) or guardian(s).

Based on the cost of parts purchased last year, the chart below is an estimate of replacement parts cost for the 22-23 school year.

LCD Screen	40.00
Charger	20.00
Keyboard	30.00
Touchpad	20.00

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Internet Access

The FCC is offering up to a \$30/month discount on your broadband service and associated equipment rentals, plus one-time discount of up to \$100 for a laptop, tablet, or desktop computer (with a co-payment of more than \$10 but less than \$50) through it's Affordable Connectivity Program.

You can get more information and apply for the ACP program by clicking [HERE](#).

Other School-Based Decisions

Individual schools are working on many other decisions that will be made at the individual school level. This list is not all-inclusive, but some examples of school-based decisions include lunch schedules for students and staff, switching classes, emergency drills and procedures, and the use of classroom libraries. If you have specific questions related to school-based decisions, please contact your principal or assistant principal.

Health & Safety

The health and safety of students, staff, and the community are our first priority. The safety, health, and hygiene protocols outlined throughout this Continuity of Services Plan have been developed in collaboration with state and local public health experts.

The link below is to our **Operational Continuum** it will be our guide for multiple areas of Health and Safety. If questions arise please refer to the school principal as decisions in green and yellow will be made at the school level depending on the needs of each school.

[Operational Continuum](#)

Social Distancing and Mask

Refer to Continuum

However, we would note that Positive Covid cases must refer to KY COVID Guidelines for return.

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Common Areas

Morning arrival: District-wide time for doors to open is 7:00 a.m. Students arriving between 7:00 a.m. and 7:20 a.m. should be sent to the gym and/or cafeteria. Buses should not arrive before 7:20 a.m. with the exception of an early bus route. The District reserves the right to change these times if needed when we are on orange or red to avoid large gatherings in the mornings.

Classroom Setup

Classroom setup and grouping of students will be left up to the teacher in the classroom as long as we are in green or yellow on the Covid-19 Continuum. In the event we move to orange or red, stricter social distancing requirements will be implemented (ex. No group work, 3-6ft between desks, etc...).

Cafeteria (Lunch/Breakfast)

Meals will be served in the cafeteria in green and yellow unless, because of an outbreak, the principal of the building decides it is best for their school to social distance during lunch. On orange students will eat in other designated locations to increase social distancing. A waiver must be submitted to KDE for approval if not eating in the cafeteria.

Positive Cases/Symptomatic/Contact Tracing

Positive Student Case

Positive cases should Isolated per KY COVID guidelines.

Isolation

Ensure sick students, teachers or staff stay home if they have fever and/or symptoms of COVID-19, including:

- o Fever (>100.4°F) or feeling feverish (e.g., chills, sweating)
- o New cough
- o Difficulty breathing
- o Sore throat
- o Muscle aches or body aches
- o Vomiting or diarrhea
- o New loss of taste or smell

Instruct parents/guardian, teachers and staff to report positive COVID-19 test results to the school or school district. Results can be self-reported.

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Ensure persons who test positive for COVID-19 self-isolate away from school for:

- **At least 5 full days from the day that their symptoms started if they are experiencing symptoms of COVID-19.** The first day of symptoms is considered day 0. The individual may return to school after 5 days when their symptoms are fully resolved or after 10 days even if they have lingering symptoms. The individual must continue to wear a wellfitting mask for 10 full days when around others indoors. If the individual is unable to wear a mask properly and consistently in indoor school settings, they should self-isolate from school for 10 full days.
- **5 full days from the date of testing if they have never developed symptoms.** The day of testing is considered day 0. The individual must continue to wear a well-fitting mask for 10 full days when around others indoors. If the individual is unable to wear a mask properly and consistently in indoor school settings, they should self-isolate from school for 10 full days. If the individual develops symptoms of COVID-19, they should follow the above isolation guidance for someone with symptoms. Direct sick persons to isolate at home away from school. Sick students, teachers or staff who are not tested for COVID-19 may return when their symptoms resolve. Consider implementing a program to offer on-site rapid COVID-19 testing for sick students, teachers or staff

Home test kits are available upon request.

In orange or red contact tracing and/or test to stay program may be implemented at the request of public health officials.

Visitors

Refer to Continuum

School Nurses and Patriot Care Clinic

School Nurses will manage their own space. If increased social distancing is required they may move to a will call for seeing students.

Patriot Care Clinic will follow the guidelines in the continuum for visitors.

Personal Protective Equipment (PPE)

Refer to Continuum

District will provide it upon request.

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Cleaning and Sanitizing

Refer to Continuum



Social/Emotional Well-being

The district will continue to provide schools with the protocols and training necessary to support the mental health needs of students through in-person support, video, e-mails, newsletters mailed home (making sure to reach students without technology), updated websites, ParentSquare messages, and phone calls. The district's mental health therapists will be available to support small groups and individual students as needed.

Trauma-Informed Care

Allen County Schools will continue to implement the district's [Trauma-Informed Care Plan](#) that was developed in 2021-2022. All questions about the plan can be directed to the district's school psychologists.

- All staff will be trained in Trauma-Informed Care practices.
- The district will hire a mental health counselor to provide positive mental health support to all students district-wide.
- Support in-person instruction and Patriot Academy students by providing training to staff on topics to help with mental health and behavior (Trauma-Informed Care, classroom management - in-person and virtual, Positive Behavior Intervention and Supports (PBIS) in the classroom and at home, etc.).
- Identify and share coping skills that can be used by both staff and students.
- Focus on creating a positive climate and culture that acknowledges universal Trauma-Informed Care strategies for students. Best practice guidelines will be available in order to address students who may need more support.
- Help staff be prepared to address grief, loss, traumatic stress, and to understand the basic stages of grief. The training will also give guidance on addressing cultural topics (e.g., social justice).
- Validate, and as possible, address staff concerns and anxieties about returning to in-person instruction. Provide clear expectations for procedures if a staff member or student must quarantine.

Counseling Services

We will promote psychological safety and quickly identify and support students not successfully transitioning back with counseling services:

- Teachers and parents will be provided with referral processes for counseling services with school counselors, the district's mental health counselor, and/or outside providers (Mountain Comprehensive Care, Lifeskills, etc.).

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- Counselors will work with the state and district to develop comprehensive counseling approaches to support all students in-person or virtually. The flexibility of scheduling services will be critically important to ensure students are not always pulled from the same class for service.
- While in their school building, a mental health professional (mental health counselor, school counselor, or school psychologist) will administer in-person suicide risk assessments and follow protocols previously established as needed. These can be completed virtually with parental consent and explanation to students about confidentiality concerns when not in person.

To further assist, the district will employ an additional school counselor during the 2021-2022 and 2022-2023 school years, with a potential one year extension for the 2023-2024 school year.

Social/Emotional Learning

Each school will establish times in schedules for explicit social-emotional learning (approximately 15-20 minutes daily).

- Social-Emotional Learning (SEL) curriculum will be evidence-based and developmentally appropriate.
- Programs may be recommended by school counselors or school psychologists.
- There should be a focus on selecting a program that does not depend heavily on teacher creation, as to limit additional stress on teachers.
- Allowing time for class meetings/informal time with students to promote relationships.

Screenings for Social-Emotional Health

Recognizing the need to assess the status of students' social-emotional health as they return to school. Schools will conduct a universal screening for all students using the FastBridge SEL Screener. Both teacher and student screeners are available.

- District or school teams analyze data and determine the needed interventions.
- Allowing teachers time for class meetings and informal times with students.
- Have consistent and open communication with parents about the results, interventions, and progress monitoring.

Additional Support - Patriot Academy's Liberty Virtual Learning

- Liberty Virtual Learning students will be provided monthly social opportunities to come onsite to collaborate with others.
- Liberty Virtual Learning students will have access to the district STEM Hub monthly.
- Additional staff may be assigned to further support students as needed.



Operations

Transportation

Refer to Continuum

Campus Shuttle

- ❖ Shuttling staff's children from school to school in the mornings and afternoon will still be available. Each school will work with the transportation department to determine the procedures that work best at each school and follows

Facilities

Air Quality Project

The district will invest in upgrading and repairing older HVAC units and parts for better air circulation and filtering.

Carpet Replacement

There are a few remaining areas where carpet needs to be replaced with a product that is easier to keep clean.



Workforce

Recalling our priorities to ensure the health, safety, and wellbeing of our students, staff, and our entire school community and to meet the physical, social, emotional, and academic needs of each student, we will need to evaluate the impacts of COVID-19 on various elements of our workforce. If not, specifically addressed below, employees shall follow all other local board policies and procedures.

Work Day Schedules

Daily work schedules will remain at the discretion of the employee's immediate supervisor. For certified staff, the workday will generally begin at 7:20 a.m. However, in the event the district moves to orange or red, there may be a need to change operational procedures (i.e., unable to gather students in common areas such as the gym), therefore all certified staff would need to be

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in their assigned areas earlier to receive students. In certain circumstances, certified staff may have a duty assignment that requires them to report earlier or stay later than usual.

Workday schedules may be altered for teachers should the district transition to 100% Nclass@home. A schedule will be established to clearly define times the staff member will be available to support student learning at home.

Classified staff may be assigned schedules that differ from previous years as a result of the ongoing pandemic. However, your total daily hours will not exceed your contracted hours.

Lunches and Breaks

Due to the complexity involved in reopening schools, lunches and breaks will be scheduled by the employee's immediate supervisor to ensure appropriate supervision of our students and ensure other safety and health measures can be adequately addressed.

Some students may have to eat breakfast and lunch in the classroom when on orange or red which will require supervision of students in the classroom. School administrators will provide coverage of classrooms to allow certified staff to have a duty-free lunch period.

Staff Dress Code

Teacher's attire should be considered business casual attire. While it is preferred that staff wear dress slacks or khakis, nice, clean, professional-looking blue jeans will be permitted for the 2022-2023 school year during normal day-to-day activities. However, when the school and/or district is hosting public events (i.e., parent/teacher conferences, assemblies, concerts, exhibitions), staff will be expected to wear dress slacks or khakis.

Male teachers should wear collared shirts or sweaters and female teachers should wear blouses or sweaters. Clothing should be modest, not too tight, and be appropriate to the season. Exceptions may be made to the dress code depending on the classroom setting or conditions (i.e., PE Teachers).

Substitute Teachers

The district will continue to employ district-wide permanent substitute teachers for the 2023-2024 school year. This will allow the district to have more immediate and consistent staffing of our classrooms. The permanent substitute teachers may support operational functions when not assigned to cover a classroom.

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We believe that there will be a need to utilize other staff to cover classrooms and supervise students. Therefore, we will conduct substitute training with all classified employees so that they have the tools and resources that they may need.

Protections for Employees

Employees will follow the Health & Safety guidelines set forth in this document in accordance with the operational continuum level. When the district level is **orange or red**, employees will need to adhere to the following:

- Social Distancing: Employees will be expected to implement social distancing to the extent possible.
- Personal Protective Equipment:
 - Staff will be encouraged to wear masks when the district is on ORANGE, but will remain optional unless mandated by local or state public health officials.
 - The district will provide PPE equipment for the employee or they may provide their own provided it meets the requirements from the Kentucky Department of Public Health.
- Hand Washing: Employees are expected to wash hands frequently throughout the work day according to CDC recommendations. Hand sanitizer will be made available throughout the building and in classrooms when soap and water are not readily available.

Additional expectations and/or restrictions may be put in place by the Kentucky Department of Education, State or Local Public health officials, or the Centers for Disease Control.

Spending Plan

Various parts of this plan require allocation of funds from ARP ESSER. You may review the spending plan priorities and summary [here](#).