

The background of the image is the seal of the University of the Pacific. It features a large, stylized 'A' in the center, surrounded by a circular border containing the text 'UNIVERSITY OF THE PACIFIC'. The seal is rendered in a dark red and gold color scheme.

For the 2020-2021
Academic Year

Reopening Presentation

Presentation Overview



Research and Guidance



Defining the Problem



Options Explored



Recommendation for Opening Schools



AGSD Online Academy



Next Steps



Final thoughts

Research and Guidance

Local Sources of Information

- Student Year-end Survey
- Staff Year-end Survey
- Parent Year-end Survey
- 15 Focus Groups
- AGEA Staff Survey
- Public Comments
- Parent Emails
- Chester County Superintendents

Governmental Sources of Information

- Centers for Disease Control (CDC)
- PA Department of Education (PDE)
- PA Department of Health (DOH)
- Chester County Health Department (CCHD)
- American Academy of Pediatrics (AAP)

State Guidance/Communication

- The DOH and/or PDE have issued intermittent guidance to districts. Since the end of the 2019-20 school year, we have received six different sets of state guidance, with several sets being contradictory.
- On July 16, more specific language was used in the guidance, which required the rework of local Health and Safety Plans that would allow students to learn in school buildings.
- Science and direction is continually emerging and continues to change as more is learned about COVID-19 and its impacts.
- The state has emphasized this must be a local decision, and schools must make these choices and accept responsibility for the plan.

Defining the Problem

How can Avon Grove School District provide a high-quality education in a way that is safe for all students and staff, while meeting the requirements and guidance that are currently in place?

Considerations



Based on the most recent guidance for a recommended six-foot minimum spacing between students, not all students will fit in school buildings at one time.



Those in attendance must meet safety, social distancing, PPE, monitoring and contact tracing requirements, regardless of age.



Number of staff required for in-person instruction will increase, both in full-time appointments as well as short-term or daily needs (substitutes).



Transportation changes will result in needing potentially more routes and drivers, impacting actual instructional time available in schools.



Avon Grove School District's townships and boroughs are showing an increase in COVID-19 infection rates over the last 14 days.

Options Explored

1. Full return to school buildings for in-person instruction, with a separate remote/online option for families.
2. A/B Hybrid return with a combination of in-person and remote instruction, with a separate remote/online option for families.
3. Full remote/online learning for all students.

Option 1: Full Return to School; Remote/Online Option for Families

Universal Benefits

- Highest quality education for students
- Systems and logistics in place
- Familiarity for students, families and staff

Universal Concerns

- Recent guidance made this impossible
- Two systems running concurrently for in-person and online students and staff
- Impossible to anticipate attendance patterns or staffing needs in advance
- Ongoing health and safety implications for stakeholders

Option 2: A/B Hybrid Return to School; Remote/Online option for Families

Universal Benefits

- Intermittent in-person interactions between students and staff
- Meets current safety and health guidance
- Can serve as a short-term bridge between online learning and a full return

Universal Concerns

- Two systems running concurrently for in-person and online students and staff
- Impossible to anticipate attendance patterns or staffing needs in advance
- Ongoing health and safety implications for stakeholders
- Disruption and inconsistency for students and families

Option 3: Full Remote/Online Opening

Universal Benefits

- Meets current safety and health guidance
- Creates consistency for families and teachers
- Will not be impacted if there are changes in local or state-level orders or closures

Universal Concerns

- Student readiness and access to an online model
- Disruption for families regarding childcare and work schedules
- Meeting the variety of needs of students online

An Impossible Choice

- All options are extremely stressful for parents, students and staff.
- Each option has benefits and challenges.
- Each option has feasibility concerns.
- Scientific knowledge is emerging daily and frequently changes opinions and guidance.
- We care very much about the health and welfare of our students, staff and families.

Our goal is to make the best decision for all of our stakeholders.

Recommendation for Opening Schools

To begin 2020-2021 academic year with remote learning via the AGSD Online Academy for all students.

Evaluate the situation for a change to potentially occur after the Thanksgiving break.

How We Decided

We want to do the best we can for students, staff and families.

- In the absence of solid, state direction and with the challenges of a hybrid model, we can not risk the health and safety of our students, staff or families by opening schools.
- The last four days in Chester County, COVID-19 cases continue to rise; Avondale Borough is above 3% in positive cases, per population.*
- Overall, positive cases for the last 30 days, within Avon Grove School District boundaries, have increased by 40%.*
- PDE has warned that if cases are not under control, then we will have to close schools.

**Chester County Health Department website*



AGSD Online Academy

OUR online academy. Our learners, our educators, our curriculum.

Opportunities
Unity
Relationships

Providing the same stellar AGSD educational opportunities virtually while maintaining unity and relationships among our AGSD learning community.



Equity & Engagement



Pupil Services



The Educational Program



Operations & Logistics





Equity & Engagement

The AGSD Online Academy will ensure equity and engagement for all AGSD Learners through the following strategies:

- Temporary reassignment of assistant principal to address equity and engagement
- Socialization opportunities through classroom meetings and online clubs and extracurriculars
- Social and emotional supports
- Availability of support services for diverse student and family needs
- Equitable access and support for technology needs
- Collaboration with community organizations
- Proactive supports for attendance and truancy concerns



The Educational Program

The AGSD Online Academy will replicate the face-to-face educational program to the maximum extent possible through the following strategies:

- AGSD curriculum delivered by our certified educators via instructional blocks for each grade level and content area
- Comprehensive programming for students with special needs and English Learners
- Full implementation of our Multi-Tiered System of Supports (MTSS) Framework
- Courses built consistently among common grades and content areas
- Courses designed using research and best practices
- Instruction delivered in a format to mirror what would happen in face-to-face settings



The Educational Program

The AGSD Online Academy will replicate the face-to-face educational program to the maximum extent possible through the following strategies:

- Flexible opportunities provided to successfully meet learning requirements
- Increased interaction between students to teachers and students to students compared to Spring 2020 remote learning
- Synchronous instruction delivered in various grouping formats and differentiated to meet the needs of learners
- Implementation of an appropriate balance of screen time learning and offline learning activities
- Materials and resources provided for use at home
- Traditional grading practices



Pupil Services

The AGSD Online Academy will support the Pupil Services Department and all learners in their personal areas of need through our diverse assembly of specialized staff and programs. The following areas are considered in this plan:

- Special Education
- 504 Accommodations
- Gifted Education
- Language Instruction Educational Program
- Social and Emotional Wellness



Pupil Services

Special Education

The AGSD Online Academy will consider, plan, and implement both procedural and substantive aspects of free appropriate public education (FAPE) for students with disabilities.

- Case managers will contact individual families of students with IEPs regarding their IEP services and supports. IEP meetings will be held as needed.
- Student baselines will be collected and progress reviewed within the first three months of school.
- The district will continue to utilize Schoology as the Learning Management System (LMS), and courses will be built and delivered by highly qualified AGSD teachers for direct instruction classes, life skills, autistic support, and emotional support.
- Personal Care Assistants (PCAs) will be utilized as per the students' IEPs within the home, according to health and safety guidelines and agreement of parents



Pupil Services

Special Education (cont.)

- Technology needs will be assessed with the students' IEP teams to provide equitable access to learning and to address student needs.
- Related services will occur according to the students' IEPs.
- AGSD school psychologists will continue the evaluation process according to district procedures and protocols, within the safety guidelines of the state and federal government.
- IEP meetings will continue in the remote format via Zoom or phone, following the IDEA policies.
- Community Based Instruction will continue within the parameters of the CDC guidelines and mandates of the governor.



Pupil Services

504 Accommodations

The AGSD Online Academy will continue to follow and support 504 plans as appropriate in an online format.

- School-based 504 teams may need to reconvene to assist in documenting accommodations that are needed and required in an online learning environment that may be different from brick and mortar settings.
- 504 plan meetings will continue to occur in the remote format via Zoom or phone.
- A 504 meeting request can be made by contacting their child's school counselor or building administrator.



Pupil Services

Gifted Education

AGSD supports gifted education at all levels of our district. The AGSD Online Academy will ensure the needs of our gifted learners will be met through the support of our Gifted Education teachers.

- The program is based on cognitive and academic criteria, and follows the mandates described in Chapter 16 of Pennsylvania state school code. Through experiences with peers and professionals and a stimulating program, AGSD gifted students will extend their knowledge and understanding, appreciate new perspectives, clarify their interests and goals, and develop a positive self-concept in this online format.



Pupil Services

Gifted Education (cont.)

- The AGSD gifted program provides a learning environment in which students are encouraged to initiate and develop their own systematic approach to learning - thereby enabling them to gain a real sense of ownership of their learning, intellectual curiosity, and passion for new knowledge.
- Gifted education (GIEP) meetings will occur remotely via Zoom or phone.
- For any questions or meeting requests regarding their child's GIEP, parents will contact their child's gifted education teacher or building administrator.



Pupil Services

Language Instruction Educational Program

The AGSD Online Academy will support the full implementation of Avon Grove's Language Instruction Educational Program (LIEP).

- Planned English language development instruction by a qualified ESL teacher
- Adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards
- Utilize the latest guidance from the Pennsylvania Department of Education regarding the screening, identification, and placement of English Learners in a remote setting, provisional EL status determination may be used when it is not possible to ensure certainty until the students are able to be screened in person
- Results from the 2020 ACCESS for ELs assessment were used for reclassification, monitoring, and re-designation purposes



Pupil Services

Social and Emotional Wellness

Student well-being

- Working to ensure that students have increased access to mental health supports and resources.
- Supporting students through school counselors, case workers, and school psychologists.

Employee well-being

- Supporting staff mental health via employee assistance programs.
- Staff professional learning to help understand the prolonged effect on students' mental health and social/emotional well-being during the closure and how to address them.



Registration & Attendance

Registration

- Families must first enroll in district or complete annual InfoSnap/PowerSchool updates
- Open to all students
- District would notify families of option via email
- Once enrolled in AGSD Online Academy, student must stay until end of trimester (elementary) or marking period (secondary).

Attendance

- Daily attendance taken in all schools, completing online work counts as daily attendance
- Absence and late notes submitted electronically
- Attendance and truancy policies and procedures apply

Online Tools





Accountability

Performance Measures

- All AGSD Online Academy Learners included in local, state, and federal assessments
- Some assessments may be required in-person (PSSAs, Keystones, etc.)
- Online testing security protocols for local assessments

AGSD Online Academy Educators

- High quality, highly-effective, online instruction
- Standard supervision and evaluation
- PDE Rubric for Online Educators

Instructional Time

- Equivalent instructional days and minutes to brick-and-mortar school
- Minutes calculated based on synchronous and asynchronous learning

Courses

COURSE BUILDING: the process of building master courses that serve as the foundation for course design. A Course Builder is the educator who builds the master course.

- Around 150 courses are being built
- Course Builders will receive training and compensation
- Quality review rubrics will be used to evaluate courses
- The purpose of master course building is to establish consistency among common courses and ensure curriculum fidelity

COURSE DESIGN: the process of designing a unique course from the master course based on Avon Grove curriculum and recognized standards to meet the needs of individual learners enrolled in the course. Course design is completed by the Course Instructor/Teacher.

- Administrators are participating in training in order to better support teachers
- Teachers will participate in training upon return in August that was developed by the CCIU



Operations & Logistics

The AGSD Online Academy will consider all operations and logistics necessary in order to ensure a smooth and easy orientation and transition to online learning:

- Predictable daily schedules with assignments released in advance that allow sufficient instructional time necessary for content mastery
- Standard attendance procedures will be implemented to ensure student engagement
- Thorough training and orientation
- Ongoing support for students and families provided through workshops, tutorials, help desk support, and drop-in centers
- Reassessment of technology needs and distribution of equipment as needed
- Utilization of our standard applications such as Schoology, InfoSnap, etc.
- Ongoing communication via multiple channels



Professional Learning for Course Design

Focused on instructional strategies in the online learning environment and provided through a series of modules:

- Module 1: Foundations of Online Learning, Mindsets for Online Learning
- Module 2: Assessment & Feedback
- Module 3: Synchronous Online Learning Instructional Strategies
- Module 4: Asynchronous Online Learning Instructional Strategies
- Module 5: Online Learning for Diverse Learners
- Module 6: Tools & Resources
- Module 7: Conclusion & Reflection

Provided in partnership with the Chester County Intermediate Unit

Online Tools



A Day in the Life of a Primary Learner

Time Allotment	Educational Experience
30 minutes	Morning Meeting - Synchronous <ul style="list-style-type: none"> The purpose of this time is to create a classroom community. Students will engage in team building activities, social emotional learning, and prepare for their day.
60 minutes	Reading Workshop - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will engage in a variety of activities such as read alouds, mini lessons focusing on a specific reading skill or strategy, practice of skills, small/whole group reading, and independent reading. Teachers will also hold small group differentiated instruction.
15 minutes	Brain Break - Synchronous and Asynchronous <ul style="list-style-type: none"> This is an opportunity for students to get up and move, engage in social time with peers, or take a break from the screen.
45 minutes	Fundations - Synchronous <ul style="list-style-type: none"> Students will participate in lessons focusing on phonemic awareness, phonics, and reading skills.
60 minutes	Lunch and Recess <ul style="list-style-type: none"> Eat a healthy lunch and get outside and play!
30 minutes	Writing Workshop - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will participate in read alouds with mentor texts, mini lessons focusing on writing skills/grammar, and write independently. Students will also conference with peers and the teacher on their writing. Students will have the opportunity to share their writing.
60 minutes	Math Workshop - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will explore math concepts through hands-on activities, video and live demonstrations, collaborative/group opportunities, as well as small group and independent practice.
15 minutes	Brain Break - Synchronous and Asynchronous <ul style="list-style-type: none"> This is an opportunity for students to get up and move, engage in social time with peers, or take a break from the screen.
30 minutes	Science/Social Studies - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will be exposed to and develop an understanding of grade level science and social studies topics which will incorporate reading and math skills as appropriate.
45 minutes	Encore - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will engage in the following courses: <ul style="list-style-type: none"> Physical Education, Health, Music, Art, STEM, Computers, Guidance
20 minutes	Afternoon Meeting - Synchronous <ul style="list-style-type: none"> The purpose of this time is to create a classroom community. Students will engage in team building activities, social emotional learning, and reflect on their day.

Math Workshop - Synchronous and Asynchronous

- Students will explore math concepts through hands-on activities, video and live demonstrations, collaborative/group opportunities, as well as small group and independent practice.



A Day in the Life of an Elementary Learner



English Language Arts - Synchronous and Asynchronous

- Students will engage in a variety of activities such as read-alouds, mini lessons focusing on a specific reading skill or strategy, practice of skills, small/whole group reading, and independent reading.
- Teachers will also hold small group differentiated instruction.

Time Allotment	Educational Experience
15 minutes	Morning Meeting - Synchronous <ul style="list-style-type: none"> • The purpose of this time is to create a classroom community. Students will engage in team building activities, social emotional learning, and prepare for their day.
80 minutes	English Language Arts - Synchronous and Asynchronous <ul style="list-style-type: none"> • Students will engage in a variety of activities such as read alouds, mini lessons focusing on a specific reading skill or strategy, practice of skills, small/whole group reading, and independent reading. • Teachers will also hold small group differentiated instruction.
45 minutes	Math - Synchronous and Asynchronous <ul style="list-style-type: none"> • Students will explore math concepts through hands-on activities, video and live demonstrations, collaborative/group opportunities, as well as small group and independent practice.
60 minutes	Lunch and Recess <ul style="list-style-type: none"> • Eat a healthy lunch and get outside and play!
35 minutes	Science - Synchronous and Asynchronous <ul style="list-style-type: none"> • Students will be exposed to and develop an understanding of grade level science standards.
35 minutes	Social Studies - Synchronous and Asynchronous <ul style="list-style-type: none"> • Students will be exposed to and develop an understanding of grade level social studies standards.
45 minutes	WIN - Synchronous <ul style="list-style-type: none"> • Students will receive differentiated instruction in the areas of reading or math in order to meet their individual needs.
45 minutes	Encore - Synchronous and Asynchronous <ul style="list-style-type: none"> • Students will engage in the following courses: <ul style="list-style-type: none"> ◦ Physical Education, Health, Music, Art, Computers, Guidance
15 minutes	Afternoon Meeting - Synchronous <ul style="list-style-type: none"> • The purpose of this time is to create a classroom community. Students will engage in team building activities, social emotional learning, and reflect on their day.

A Day in the Life of a Middle School Learner

Time Allotment	Educational Experience
5 minutes	Attendance Check-In - Synchronous <ul style="list-style-type: none"> Students will check-in to be marked present for the day
40 minutes	Intervention/Enrichment - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will engage in a variety of activities aimed at meeting their individual needs in academic areas as well as social and emotional learning
60 minutes	English Language Arts - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Assessment on the Fiction Midpoint Check for Understanding #1 Read Short Story, "Second Landing" Discussion on "Second Landing" Short Story Complete comprehension questions on "Second Landing"
60 minutes	Math/Geometry - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Focus Lesson on Arc Lengths, Area of Sectors, and Area of Segments Collaboration Activity
60 minutes	Social Studies - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Focus lesson on the First Battle of Bull Run Discussion Read Article on the First Battle of Bull Run Reading Check
35 minutes	Physical Education/Health: Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Focus lesson on nutrition Project on personal nutrition
60 minutes	Lunch
60 minutes	Science - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Focus lesson on the Characteristics of Planets Video on Planets Activity Assessment
35 minutes	World Language/Art Cycle - Synchronous and Asynchronous <ul style="list-style-type: none"> Students will experience the following: <ul style="list-style-type: none"> Spanish focus lesson on spoken information about clothing EdPuzzle video Activity
20 minutes	Teacher Check-in - Synchronous <ul style="list-style-type: none"> Students will check-in with their teacher about how things are going, time management, guidance, extra support, etc.

Social Studies - Synchronous and Asynchronous

- Students will experience the following:
 - Focus lesson on the First Battle of Bull Run
 - Discussion
 - Read Article on the First Battle of Bull Run
 - Reading Check

A Day in the Life of a High School Learner

College Prep Physics - Synchronous and Asynchronous

- Students will experience the following:
 - Focus lesson on accelerated motion
 - Activity
 - Collaboration lab

Time Allotment	Educational Experience
10 minutes	Attendance Check-In - Synchronous <ul style="list-style-type: none">• Students will check-in to be marked present for the day
95 minutes	Family & Consumer Sciences - Synchronous and Asynchronous <ul style="list-style-type: none">• Students will experience the following:<ul style="list-style-type: none">○ Direct instruction on the keys to success in reading recipes○ Watch a video about the different types of measurement○ Complete a reflection activity○ Experiment with a recipe (optional)○ Conclude with a final reflection
95 minutes	College Prep English - Synchronous and Asynchronous <ul style="list-style-type: none">• Students will experience the following:<ul style="list-style-type: none">○ Focus lesson on good qualities of narration and identifying pronoun/antecedent agreement○ Journal Entry #1○ Journal Entry #2
	Lunch
95 minutes	College Prep Physics - Synchronous and Asynchronous <ul style="list-style-type: none">• Students will experience the following:<ul style="list-style-type: none">○ Focus lesson on accelerated motion○ Activity○ Collaboration lab
95 minutes	AP Economics - Synchronous and Asynchronous <ul style="list-style-type: none">• Students will experience the following:<ul style="list-style-type: none">○ Direct instruction on market outcomes○ Activity○ Assessment

A Closer Look at Lesson Delivery



Lesson Component	Delivery Format	More Details
Focused Instruction	synchronous, virtual classroom, whole group	Teacher delivers the focus lesson for a particular skill or strategy to all learners. Teacher will utilize a variety of resources such as slides, videos, etc.
Guided Instruction	synchronous, virtual classroom, various grouping formats, breakout rooms as needed	Teacher facilitates an activity so that learners can apply the skill or strategy. Teacher reteaches or clarifies as needed.
Collaborative Learning	synchronous, virtual classroom, various grouping formats, breakout rooms as needed	Teacher facilitates an activity so that learners can work together to apply the skill or strategy. As learners are working together, the teacher can work with small groups or individuals who need extra support.
Independent Learning	asynchronous, paper format assignments or electronic assignments	Teacher assigns an individual activity for learners to complete. This activity is used as a formative assessment.





AGSD Online Academy

OUR online academy. Our learners, our educators, our curriculum.

Opportunities
Unity
Relationships

*Providing the same stellar
AGSD educational opportunities
virtually while maintaining
unity and relationships among
our AGSD learning community.*



Ongoing Aspects of the Plan

- Athletics and Activities
- Performing Arts
- Assessment
- Student and Parent Orientation
- Monitoring of Local Data and Decision-Making

Next Steps

Summer Update Communication to include additional information regarding the AGSD Online Academy.

7 Aug.

19 Aug.

First day of school for new teachers.

First day of school for all staff.

25 Aug.

First day of school for all students.

31 Aug.

Final Thoughts

Avon Grove School District is committed to doing our best for students and their families to ensure a positive start to the 2020-2021 school year.

