



AVON GROVE SCHOOL DISTRICT  
**HYBRID**  
EDUCATIONAL MODEL  
**LEARNING PLAN**  
PARENT GUIDE





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## INTRODUCTION

The mission of Avon Grove School District (AGSD) is to foster a learning environment for all students to be exceptionally well prepared to succeed and lead full and meaningful lives. The learning plan for the AGSD Hybrid Educational Model was developed to ensure a robust and effective educational experience for all of our learners in support of our mission.

The AGSD Hybrid Educational Model has been designed to meet the existing safety guidelines for students and staff, as well as provide for the varied learning needs of our students. In addition to providing students the option of learning in our buildings in the Hybrid Educational Model, students will still be able to continue learning in the AGSD Online Academy that was implemented to start the 2020-21 school year. Our learning plan will provide all students with the planned instruction needed to attain relevant academic standards and will serve as a transition back to full in-person learning in the future. This plan will utilize the structure and organization that resulted in the successful implementation of the Online Academy, allowing for continuity in learning, staffing and outcomes for all students.

## KEY CONSIDERATIONS

Avon Grove School District is committed to creating the best environment for learning in its schools and is guided by three primary considerations:

- Students and staff will learn and work in an environment that is safe and healthy for all.
- Learning outcomes will be of high value and available to all students.
- Supports for staff and students will be available to meet individual needs.



# HEALTH AND SAFETY PLAN

The AGSD Board of School Directors has approved a Health and Safety Plan that specifies the conditions that must be in place when students and staff are in any of our buildings and when they are using our facilities or utilizing our transportation services. For students and staff, there are several highlights of which to be aware:

## Building Cleaning, Sanitizing, Disinfecting and Ventilation

- Cleaning and disinfecting high-touch surfaces regularly and between attendance of student cohorts, focusing on common gathering areas (door handles, light switches, stair rails, elevator buttons, sink handles, chair arms, shared workstations and learning materials)
- Cleaning and disinfecting toilet rooms, hallways and classrooms per CDC guidelines during and after school days.
- Cleaning and disinfecting all furniture/hard surfaces each evening.
- Water fountains will be rendered inaccessible for use - the district will provide safe alternatives for water when possible.
- Operating the exhaust fans and opening the outside air dampers for ventilation in all buildings.
- No communal use or sharing of personal school supplies, including special materials; High use supplies will be kept easily accessible for students on an individual basis.
- Students will be encouraged not to touch walls and fixtures when in hallways.
- Classroom supply kits, inclusive of a face shield, two boxes of disposable masks, two bottles of hand sanitizer and two 80-count tubs of disinfecting wipes will be provided for each classroom. Contents will be replenished as needed.
- Locker usage will be minimized.

## Social Distancing and Other Protocols

- Classroom/learning space occupancy will be designed for six feet of separation among students and staff.
- Interactions between groups of students will be restricted or limited.
- Table and desk orientation will have students on one side of the classroom and facing in the same direction, or there will be partitions added to avoid face-to-face contact.
- Elementary students will remain in classrooms with adults moving from space to space.

- Limit the number of students allowed out of the classroom at a time when possible. (Excludes students who are receiving support services.)
- Staggered use of communal spaces and hallways; directionality established when students are using hallways.
- Elementary students may bring their own lunch or purchase a boxed lunch, and will eat in the classroom. Secondary students will have additional locations beyond the cafeteria for lunch.
- Procedures for transitioning into school buildings from buses and vans will meet social distancing guidelines.



## Personal Hygiene Practices and Personal Protective Equipment (PPE)

- Proper hand-washing procedures will be taught and reviewed regularly.
- Soap will be provided in any location where a sink is accessible.
- Hand-sanitizing stations will be placed at the main entrance to each building and throughout each building.
- Hand dryers will be replaced with paper towels.
- All adults (office staff/teachers/paraprofessionals) working in District buildings will be provided with a plastic face shield. A face covering must be worn at all times.
  - Substitute teachers will be required to report to work with a face shield provided by ESS, the AGSD education management and staffing provider. A face covering must be worn at all times.
- Face coverings are required for students. Students who refuse to wear a face covering will be assigned to the AGSD Online Academy.
  - Face coverings must meet the guidelines published by the Chester County Health Department (CCHD) or PA Department of Health.
  - Students will be given breaks to safely remove face coverings while maintaining social distancing guidelines.



## Student Transportation

- All students will be required to wear a face covering while riding in school buses/vans. Students will not be permitted to board a school bus/van without a face covering.
- Students will be assigned seats for contact tracing purposes. Household members are required to sit together. Students will be assigned two per seat.
- No bus passes (to ride another school bus/van) will be allowed.
- All school bus/van drivers will wear a face covering when transporting students.
- Students will be taught procedures for boarding to assigned seats and exiting the bus to minimize walking past other students.
- The front seat of the bus will remain empty.
- School bus/van roof hatches and windows will be open whenever possible to allow for ventilation.
- High-touch areas within school buses and vans will be disinfected after each run and again each evening.





## Monitoring Health

- The Chester County Health Department has issued COVID-19 School Guidance for the following:
  - Symptom Monitoring
  - Reporting COVID-19
  - Investigations of COVID-19
  - Exclusions from and Return to School Requirements
- AGSD will expect the following:
  - Parents/guardians will screen their student(s) for symptoms at home each morning before the school day: *A student with symptoms should not be placed on a school bus or brought to school.*
- All district staff will perform a symptom screen on themselves prior to leaving for work and will stay home if ill.
- Students and staff will go to the nurse immediately if feeling symptomatic and will be monitored in the designated health office isolation area. Universal screenings include:
  - Temperature checks
  - Assessment for symptoms of COVID-19
  - Questions regarding symptoms and exposure
- Students, staff or visitors who become sick or demonstrate a history of exposure will need to isolate or self-quarantine, per CCHD guidance.





## Return to School Metrics and Timelines

In conjunction with the CCHD, Avon Grove will rely on the [data collected each week by the CCHD](#) to determine when it is appropriate to return to in-person learning. The metrics used will be based on county-level data and rates and will focus on cumulative incidence rates and percent positivity of COVID-19 tests.

The timeline for decision making and returns to in-person learning is as follows:

<b>Date of Announcement</b>	<b>Anticipated Return Date (Elementary)</b>	<b>Anticipated Return Date (Secondary)</b>
October 15, 2020	October 26, 2020	November 9, 2020
October 29, 2020	November 9, 2020	November 30, 2020
November 12, 2020	November 30, 2020	December 14, 2020



## Testing Results and Response

In the event of positive test results for students or staff, AGSD will consult with the CCHD to determine the appropriate steps to follow in accordance with the [guidelines and recommendations published by the CCHD](#). When confirmed cases occur, CCHD will support AGSD through contact tracing to determine the class and cohort implications and make recommendations for quarantining of potential cases or closure of buildings. In the event that quarantining of large groups or the closure of a building is necessary, students will be able to access learning and curricular materials through Schoology and district-provided technology.

Notification to individuals who have confirmed cases will be done by the CCHD.





# HYBRID EDUCATIONAL MODEL

## Rationale

A Hybrid Educational Model in AGSD is necessary to meet the local, county and state guidelines for in-person instruction. To meet the social distancing requirements in place, students will be assigned to cohorts or groups so that the number of students in classrooms and buses conforms to the guidelines.

AGSD will incorporate a plan for students in grades K-6 that will divide our students into two cohorts and will bring students to our buildings every day, for either an AM or PM schedule. For grades 7-12, students will also be divided into two cohorts, and students will attend school in person on either Monday and Tuesday, or Thursday and Friday. In-person attendance will alternate between the two cohorts every Wednesday. For secondary students who are not attending in person, whether in the Hybrid Educational Model or the AGSD Online Academy, segments of each class will include synchronous learning; the remainder of the class will be primarily asynchronous and self directed.

During the transition of the District from only the AGSD Online Academy to the addition of the Hybrid Educational Model, teacher and student schedules may be adjusted to better align teachers and students. Therefore, while these changes will be kept to a minimum, this process may result in a student having a different teacher than with whom they began the year.

Caregivers will select the preferred mode of instruction for their students between September 29 and October 2, 2020. Once selected, this decision will remain in effect through January 25, 2021. For families who do not initially select the Hybrid Educational Model, a second selection period will be provided between November 30 and December 4, 2020, with adjustments to take effect on January 26, 2021, and remain in effect until the end of the 2020-21 school year.

Based on the variety of factors that may impact this plan, adjustments may be necessary upon the receipt of caregiver selections for learning mode, transportation requests or updates to the guidelines of the CCHD.

## Learning Plans

### ELEMENTARY

Elementary (K-6) students will follow a daily schedule that emphasizes core instruction.



Students will attend school in person for approximately half of the day, either in the morning or the afternoon, with the other half of the day designated as remote learning. This schedule will provide consistency for students, staff and families with students present five days per week. When learning in person, core instruction in English Language Arts (ELA) and math will be the focus. Social-emotional learning will continue to be incorporated into class meetings, and science and social studies concepts will also be introduced. When learning remotely, students will practice and deepen skills learned in person, as well as engage with their Encore teachers. Supports for students will be present, whether learning in person or remotely, and may be synchronous or asynchronous.

For students who are attending in the morning, breakfast will be available when they arrive and students will eat in their classrooms. Upon dismissal, a “to go” lunch will be available. For students who are attending in the afternoon, lunch will be available when they arrive and will be eaten in their classrooms, and a “to go” breakfast for the next day will be provided at dismissal.

Sample schedule for hybrid elementary learners:

#### AM Cohort

- 8:10 a.m. drop-off at the elementary campus (breakfast available)
- 8:30 a.m. in-person instruction begins (focus on core classes: ELA, math and rotation between social studies and science, plus a morning meeting)
- 11:00 a.m. dismissal to buses with lunch to go
- 12:10 p.m. remote, asynchronous instruction begins, focused on encore and extension of morning learning; synchronous and asynchronous group support services will be available
- 3:30 p.m. dismissal (end of day)

#### PM Cohort

- 8:10 a.m. remote, asynchronous instruction begins, focused on encore and extension of previous day’s learning or preparation for upcoming learning and lessons; synchronous and asynchronous group support services will be available
- 11:30 a.m. end of remote, asynchronous sessions and preparation for bus pickup
- 12:30 p.m. bus drop off at the elementary campus (lunch available)
- 12:45 p.m. in-person instruction begins (focus on core classes: ELA, math and a rotation between social studies and science, plus an afternoon meeting)
- 3:15 p.m. dismissal (end of day)

#### Key Ideas

- Cohorts of students are alphabetical



- In-person instruction will focus on ELA and math, and will incorporate interventions as necessary for each learner; Social-emotional learning will continue to be incorporated into class meetings, and science and social studies concepts may also be introduced
- Encore subjects and extensions of core courses will be done remotely
- Breakfast and lunch will be available for students
- Transportation will be provided to and from school

### Benefits

- Students will have the same schedule every day
- In-person instruction will focus on core courses
- Students will interact directly with their teachers while in school; screen time will be reduced
- Curriculum progression and pacing will be consistent across all classrooms, whether in the Hybrid Educational Model or AGSD Online Academy
- Learning resources and materials will be available daily for students to use in classrooms and take home
- Flexibility for students and teachers to return to full-time, remote learning, should cases or metrics require this step
- Schoology will continue to be used by teachers to post resources and plans for remote learning
- Breakfast and lunch will be available for students
- Transportation will be provided to and from school

### SECONDARY

Secondary (7-12) students will maintain their current block schedules. Students will be assigned to one of two cohorts, attend school in person two or three days a week, and learn remotely for the remaining days of the week. The schedule for each week will follow a consistent pattern, with students always attending on either Monday and Tuesday or Thursday and Friday, with Wednesdays alternating between in-person and remote learning. Through the continued use of a block schedule, students will have fewer transitions during the academic day, be able to focus attention and learning on fewer subject areas and continue to engage in age-appropriate experiences that balance teacher interaction and support with student readiness for independence.

The daily plan for learning will integrate students learning in person with those learning remotely, providing synchronous opportunities across all lessons, whether remote learners are accessing the Hybrid Educational Model or the AGSD Online Academy. Students will interact with their teacher during designated times in each block period, such as the introduction to learning or focus lesson, while also learning



asynchronously throughout the day. Lessons will be organized in Schoology as they are in the AGSD Online Academy and will emphasize the ability of students to complete work asynchronously by using the resources within each lesson to guide their learning. Students who are learning in person will have greater access to their instructors for questions and support during each lesson, while those who are learning from home will learn in a more self-guided manner. Regardless of location, all students will be accessing the same lesson and making progress toward the same learning targets and outcomes.

### Key Ideas

- Integrated model for remote, online learners and in-person, classroom learners (online learners, whether in the Hybrid Educational Model or the AGSD Online Academy, will be able to join class at specified times throughout a block)
  - High school class sections will remain the same, with remote and in-person learners in the same block
  - Middle school class sections will be adjusted, if possible, within teams but not across teams
- Integrated model will significantly minimize teacher changes

### Benefits

- Student schedules will remain the same, providing access to all courses currently being taken
- Curriculum progression and pacing will be consistent across all classrooms, whether in the Hybrid Educational Model or the AGSD Online Academy
- Flexibility for students and teachers to return to full-time, remote learning, should cases or metrics require this step
- With resources and plans in Schoology, students who are absent or must quarantine will be able to access learning remotely
- Breakfast and lunch will be available for students
- Transportation will be provided to and from school

## Dual Enrollment and Technical College High School

Students who are enrolled in programs hosted at the Technical College High School (TCHS) Pennock's Bridge campus will be able to participate in these programs virtually, as designed by either TCHS or Delaware County Community College (DCCC), and in person, if instruction is made available. Students will be expected to adhere to any safety requirements or guidelines from these providers in order to attend. When students are in attendance at Avon Grove High School (AGHS), transportation to and from TCHS will be provided. On days when students are learning remotely, students will be responsible for their own transportation, if they choose to attend in-person instruction at TCHS.



## Technology

The [Technology Department](#) will continue to support teaching and learning through the Hybrid Educational Model. Additional technology information is available in the [AGSD Online Academy Technology Plan](#).

### DEVICES AND INTERNET ACCESS

A District-owned Chromebook was made available for all students in grades K-12 at the start of the school year. In addition, families without high-speed, home internet were able to request a district-owned, mobile hotspot to use for education purposes. Additional requests for a Chromebook or hotspot will go through each building's technology office once hybrid learning begins. Technology support is available to all families. All students will continue to have access to the district's [Web Help Desk](#) to submit technology tickets. Students are encouraged to bring their devices to the building's technology office during their in person times for assistance, as needed.

*Students participating in the Hybrid Educational Model will need to bring their fully charged Chromebook to school each day that they are attending in person. Families can be protected from accidental damage to the Chromebook by paying the annual technology fee.*

### TECHNOLOGY FEE

Students entering grades 6-12 are expected to pay a technology fee each year. This fee goes towards insurance on the device and an extra charger to keep at home. Students are responsible for the full replacement cost of the device until the fee is paid. Additional details that were in InfoSnap apply. [Pay your technology fee here](#).

Students in grades K-5 do not need to pay the technology fee as their devices do not go home in a typical year. However, students are responsible for the devices up to the current value of the device. Caregivers may opt to pay the technology fee to receive the same insurance terms as the devices for grades 6-12. [Pay your \(optional\) technology fee here](#).

Families who are eligible for reduced lunch pay half of the technology fee. Families who are eligible for free lunch are not charged a technology fee.

Technology fees can be paid by cash or check in the school offices during the instructional material distribution times that occur during regular business hours. Fees cannot be collected during evening sessions. Additional details are in the [1:1 Fast Facts](#).



## SCHOOLGY

All remote instruction, for Kindergarten through grade 12, will be delivered through Schoology, AGSD's Learning Management System. Additional instructional materials may be provided to students when they are attending school in person. Teachers will continue to communicate with students through Schoology, Avon Grove student email, and caregiver email, as appropriate, for each grade level.

## Transportation

Transportation will be provided to all students in the Hybrid Educational Model, but when possible, caregivers are encouraged to provide transportation for their students. Students who are accessing AGSD transportation must adhere to all safety guidelines and protocols. Guidelines include maintaining social distancing at bus stops, wearing a face covering at the bus stop and while riding in a bus or van, using the seat that is assigned and following driver directions for boarding and exiting the vehicle.

Specialized requests for transportation will follow the same guidelines and procedures currently in place. For more information regarding transportation, please visit the [AGSD Transportation](#) page on our website.

## Pupil Services

The AGSD Hybrid Educational Model will support the Pupil Services department and all learners in their personal areas of need through our diverse assembly of specialized staff and programs.

## SPECIAL EDUCATION

Special education services will be provided to students in accordance with their Individualized Education Program (IEP). Students who have an IEP will be able to access all curricula and supports as defined in their IEP. Special education teachers will develop a schedule for instruction for each student's identified area of need and at the frequency as outlined in the IEP. Case managers will make contact with parents and IEP meetings will be scheduled as needed, to reflect the setting and mode of learning for each individual student.

## COMMUNITY-BASED INSTRUCTION/WORK PROGRAM

Live, community-based instruction will be dependent on guidelines set forth by the PA Department of Health and the Centers for Disease Control and Prevention (CDC), COVID-19 policies of our community partners and our ability to implement health and safety guidelines. If live, community-based instruction is not possible, we will follow an online format. Goals related to community-based instruction will be revised if needed



and taught virtually until live instruction is possible. In collaboration with our community partners, work program schedules will be modified based on the availability of sites and restrictions from community partners. The transition coordinator will communicate with families as health and safety guidelines are reviewed to determine appropriate scheduling.

### IEP MEETINGS

- Annual IEP meetings will be held in accordance with the annual IEP date.
- Team members will meet via phone or through a virtual meeting site, such as Zoom.
- Case managers will send invitations electronically for parents/guardians to respond regarding their availability.
- Participation in the IEP meeting will be documented as virtual by the case manager.
- Final drafts of IEPs and Notice of Recommended Educational Placement (NOREPs) will be sent electronically following the IEP meeting. Parents/guardians can scan or take a picture of the signature page and return it to the case manager. If you are unable to sign and return your NOREP, please contact your case manager to arrange an alternate means for consent.
- Parents/guardians may request an IEP meeting at any time by reaching out to their student's case manager.

### 504 ACCOMMODATIONS

The AGSD Online Academy will continue to follow and support 504 plans as appropriate in a hybrid format. School-based 504 teams may need to reconvene to assist in documenting accommodations that are needed and required in this environment. 504 plan meetings will continue in the remote format via Zoom or by phone. For questions or meeting requests regarding your student's 504 plan, please contact your student's school counselor or a building administrator.

### GIFTED EDUCATION

Gifted Individualized Education Plans (GIEPs) will be implemented as written in the current GIEP. Should any revisions be necessary, GIEP teams will meet to review needs and update the GIEP accordingly. AGSD will ensure that the needs of our gifted learners are met through the support of our gifted education teachers.

- This program enables gifted students to develop their extraordinary intellectual abilities and to be exceptionally well prepared to succeed and lead full and meaningful lives.
- 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 a passion for knowledge.
- GIEP meetings will occur remotely via Zoom or by phone.



- For questions or meeting requests regarding your student's GIEP, please contact your student's gifted education teacher or building administrator.
- Initial evaluations: Parents/guardians remain able to request a gifted initial evaluation. If you have questions regarding a request, contact your building's school psychologist and/or administrator.

### EVALUATIONS AND REEVALUATIONS

School psychologists will complete evaluations and reevaluations virtually as much as possible. In-person testing will be completed on a one-to-one basis with the following health and safety guidelines:

- Parents/guardians will check their student for possible COVID-19 symptoms prior to leaving for a scheduled appointment with the school psychologist. Parents/guardians should check for fever, cough, shortness of breath and/or headache. If you or your student is presenting with symptoms, please cancel your appointment and contact your student's healthcare provider. Our school nurse will also check for fever prior to testing.
- Hand sanitizers for both student and evaluator will be available during assessment sessions.
- All manipulatives will be sanitized before and after each testing session.
- Plexiglass table partitions will be used when students and evaluators need to be in close proximity.
- In addition to partitions, evaluators will have face masks and face shields that may be used for certain assessments or in addition to the partition. Details can be discussed directly with the evaluator.
- Evaluators will maintain a distance of six feet when the student is engaged in independent tasks.
- Paper protocols will be used only when absolutely necessary, otherwise electronic devices will be utilized to assist with assessment in order to ensure health and safety.

### LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

The AGSD Hybrid Educational Model will support the full implementation of Avon Grove's Language Instruction Educational Program (LIEP). In AGSD, the success of English Learners (ELs) is a responsibility shared by all. The AGSD LIEP is comprised of two main components in accordance with federal and state legislative requirements (Pennsylvania Department of Education (PDE), Educating English Learners):

- Planned English language development instruction by a qualified English Second Language (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



The AGSD Hybrid Educational Model will utilize the latest guidance from the PDE regarding the screening, identification and placement of English Learners. Provisional EL status determination may be used until students are able to be screened in person. Results from the 2020 ACCESS for ELs assessment were used for reclassification, monitoring and redesignation purposes.

### **SOCIAL AND EMOTIONAL WELLNESS**

Student and employee social/emotional well-being is at the forefront of our work for the 2020-2021 school year. According to the [CASEL](#) framework, Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

AGSD will utilize purposeful strategies and activities to support students as they reacclimate to the in-person environment and to recover any social and emotional skills that may have been lost due to the prolonged closure. This will be a collaborative approach incorporating students, families, teachers, school counselors and other school support personnel to best meet the needs of our students.

AGSD has partnered with Thom Stecher and Associates to continue our work with SEL and train teachers from each building and student ambassadors in our secondary schools to support our social and emotional well-being. Our goal is to assist our students with understanding and managing their emotions during this complicated time. Additional [resources](#) are available on our website to support our students, staff and families.

#### Student Well-Being:

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

#### Employee Well-Being:

- Support the mental health of staff via employee assistance programs.
- Provide staff with professional learning to help them understand the prolonged effect on students' mental health and social and emotional well-being.

## **Operations & Logistics**

The AGSD Hybrid Educational Model will consider all operations and logistics necessary to ensure a smooth and easy orientation and transition to in-person learning:

- Predictable daily schedules with assignments released in advance to allow sufficient



- instructional time necessary for content mastery
- Standard attendance procedures to comply with state requirements
- Thorough training and orientation for all stakeholders
- Classroom, building and transportation setup to implement AGSD Health and Safety Plan
- 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 system applications such as Schoology, InfoSnap, etc.
- Ongoing communication via email and website updates.

## Accountability

The AGSD Hybrid Educational Model assumes full accountability for ensuring that all of our learners are successful. Learners will be included in all measures of performance at the local, state and federal level, including the Future Ready PA Index and our local Strategic Dashboard. As such, all state-mandated assessments, such as PSSAs, Keystone Exams and the ACCESS for ELs assessments, must be administered as directed by the PDE. Local assessments will be administered to the maximum extent feasible. The assessment data gathered will undergo subgroup analysis for equity considerations.

AGSD educators will be accountable for providing high-quality, highly effective instruction. The standard supervision and evaluation methods will be utilized, as may the PDE Rubric for Online Educators.

Students in the AGSD Hybrid Educational Model will receive the same amount of instructional days and minutes that Avon Grove reports for all learners in the district. Instructional minutes will be calculated based on a combination of synchronous time along with the expected time required to complete asynchronous assignments.

Feedback from all stakeholders will be collected and evaluated. Overall, necessary adjustments will be made when any data highlight concerns about quality, equity and/or lack of progress in student learning.

## Attendance

Attendance in the AGSD Hybrid Educational Model is mandatory and will be taken daily for all students. Teachers will track attendance in all in-person sessions. Present attendance during remote learning will be determined by students accessing the virtual classroom and the timely completion of assignments. All attendance and truancy procedures apply. Caregivers will be able to submit absence and late notes online.



Caregivers having difficulty getting a student to attend class should contact the teacher, school counselor or a building administrator for support.

## Assessments

Students will receive regular and ongoing feedback on their learning. This will be based on demonstrated performance through local, state and national components, and will be used to develop action steps for all students to be successful.

Learning will be assessed by teachers through both synchronous and asynchronous methods. Assignments, projects, video check-ins, quizzes and tests during periods of in-person and remote learning are methods that can assess learning, as are discussion posts and conferencing. The combination of asynchronous assignments and synchronous interactions between students and teachers will provide the best picture of student learning and understanding, and gives teachers the information needed to develop plans for continued growth and support.

Student work that will be graded will include clear directions for completion, due dates and means for students to ask questions and receive support. When this involves taking an online assessment, technology tools will be utilized through each Chromebook that will provide greater test security. Most importantly, assessment will continue to evolve in order to focus on deeper concepts and understanding.

For secondary students, grades will be reported regularly throughout each marking period via PowerSchool and finalized with quarterly grades reported as normal. For elementary students, progress reports will be sent at the conclusion of each trimester. In addition to the more formal progress reports and report cards, student performance updates will be shared with students and parents frequently as data and evidence of learning is collected.



## Penn London Elementary School (PLES) Sample Hybrid Learning Schedule for AM In-Person Instruction

8:10 - 8:30	In-Person Arrival
8:30 - 8:45	Morning Meeting
8:45 - 9:45	English Language Arts
9:45 - 10:45	Math
10:45 - 11:00	Science or Social Studies
11:00 - 12:10	Dismissal, Transition to Remote Location, Lunch, Recess
12:10 - 12:25	Science or Social Studies
12:25 - 1:25	English Language Arts
1:25 - 1:40	Brain Break
1:40 - 2:20	WIN - What I Need
2:20 - 3:00	Encore
3:00 - 3:30	Math



## PLES Sample Hybrid Learning Schedule for PM In-Person Instruction

8:10 - 8:25	Science or Social Studies
8:25 - 9:25	English Language Arts
9:25 - 9:40	Brain Break
9:40-10:20	WIN - What I Need
10:20 - 11:00	Encore
11:00 - 11:30	Math
11:30 - 12:45	Lunch, Recess, Transition to Building, In-Person Arrival
12:45 - 1:00	Classroom Meeting
1:00 - 2:00	English Language Arts
2:00 - 3:00	Math
3:00 - 3:15	Science or Social Studies
3:15 - 3:30	Dismissal



## Avon Grove Intermediate School (AGIS) Sample Hybrid Learning Schedule for AM In-Person Instruction

8:10 - 8:30	In-Person Arrival
8:30 - 8:45	Morning Meeting
8:45 - 9:35	English Language Arts
9:35 - 10:25	Math
10:25 - 11:00	Science or Social Studies
11:00 - 12:10	Dismissal, Transition to Remote Location, Lunch, Recess
12:10 - 12:40	English Language Arts
12:40 - 1:10	Math
1:10 - 1:25	Brain Break
1:25 - 2:10	Science/Social Studies
2:10 - 2:50	WIN - What I Need
2:50 - 3:30	Encore



## AGIS Sample Hybrid Learning Schedule for PM In-Person Instruction

8:10 - 8:40	English Language Arts
8:40 - 9:10	Math
9:10 - 9:25	Brain Break
9:25 - 10:10	Science/Social Studies
10:10 - 10:50	WIN - What I Need
10:50-11:30	Encore
11:30 - 12:45	Lunch, Recess, Transition to Building, In-Person Arrival
12:45 - 1:00	Classroom Meeting
1:00 - 1:50	English Language Arts
1:50 - 2:40	Math
2:40 - 3:15	Science/Social Studies
3:15 - 3:30	Dismissal



# Fred S. Engle Middle School (FSEMS) and Avon Grove High School (AGHS) Sample Hybrid Learning Calendar

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>In-Person</b>	<b>A</b>	<b>A</b>	<b>A</b>	<b>B</b>	<b>B</b>
	<b>Remote</b>	<b>B</b>	<b>B</b>	<b>B</b>	<b>A</b>	<b>A</b>
<b>Week 2</b>	<b>In-Person</b>	<b>A</b>	<b>A</b>	<b>B</b>	<b>B</b>	<b>B</b>
	<b>Remote</b>	<b>B</b>	<b>B</b>	<b>A</b>	<b>A</b>	<b>A</b>



## GLOSSARY OF TERMS

**ASYNCHRONOUS LEARNING:** when learners engage in online learning activities independently, at different times and in different locations.

**BLENDED LEARNING:** an instructional approach that includes a combination of online (digital) and in-person (traditional) learning activities.

**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.

**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. Course design is completed by the Course Instructor/Teacher.

**COURSE INSTRUCTOR/TEACHER:** the educator facilitating the learning.

**DEVICE:** a tool for accessing online material, such as a District issued Chromebook or other laptop computer.

**ENGAGEMENT:** learners who are actively participating in all aspects of learning.

**HYBRID LEARNING:** learners alternate between in-person, in-school instruction and remote, online learning based on an assigned structure provided by the district.

**IN-PERSON INSTRUCTION:** The time when learners physically attend school buildings for face-to-face instruction as part of the Hybrid Educational Model.

**LEARNING MANAGEMENT SYSTEM (LMS):** a virtual learning environment (Schoology) that allows for the creation, management and sharing of academic content.

**ONLINE LEARNING & E-LEARNING:** students work through digital lessons and electronic assessments. Students can participate in online learning while in a classroom with an instructor.

**REMOTE (DISTANCE) LEARNING:** the student and the educator (or information source) are not physically present in a traditional classroom environment. Instead, information is delivered through technology from a remote location.



**SCHOOLGY:** the learning management system that is used by AGSD.

**SYNCHRONOUS LEARNING:** when learners engage in an online learning course at the same time (simultaneously) but in different locations. Synchronous learning allows learners to interact with the instructor and other participants.

**VIRTUAL CLASSROOM:** a digital classroom learning environment that takes place over the internet rather than in a physical classroom. A virtual classroom is implemented through a tool, such as Zoom, which allows an instructor and learners to interact.

**ZOOM:** the name of the virtual classroom tool that is used to facilitate synchronous learning. Learners attend synchronous learning sessions/lessons via Zoom.



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