



AVON GROVE SCHOOL DISTRICT

ONLINE ACADEMY LEARNING PLAN

PARENT GUIDE



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INTRODUCTION

The mission of the 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 Online Academy was developed to ensure a robust and effective educational experience for all of our learners in support of our mission.

The AGSD Online Academy aims to provide students with virtual educational opportunities and experiences that build and maintain unity and relationships among our AGSD learning community. Our learning plan will provide all students the planned instruction needed to attain relevant academic standards and is built upon guiding principles in four key areas: Equity & Engagement, The Educational Program, Pupil Services, and Operations and Logistics. In addition, the AGSD Online Academy will prepare students for a transition back to in-person, in-school instruction in the future. Throughout the development of this plan, we focused on ensuring that this plan is ours. It was developed for our learners, using our curriculum and will be facilitated by our educators.

Given the uncertainty concerning the ongoing impacts of the COVID-19 pandemic, Avon Grove School District will implement the AGSD Online Academy to begin the 2020-2021 academic year. This plan is designed to continue our students' education as closely-aligned to that which they would experience in the classroom, for as long as it is necessary, to maintain student and staff safety from COVID-19.





CALENDAR

The [AGSD 2020-2021 academic calendar](#) has been adjusted one week to allow additional time for our teachers and administrators to prepare for a successful online opening. The school year will begin on Monday, August 31, 2020 and the last student day will be Wednesday, June 9, 2021. Remote, online learning will be provided for all students from August 31 until at least Friday, November 20, 2020. As the current COVID-19 pandemic remains a fluid situation, this date could be extended.

SCHEDULE

Elementary (K-6) students will follow a daily schedule that emphasizes core instruction and consistency with the schedules developed for a traditional, in-school setting. To help maintain consistency and routine, elementary students will have the same schedule each day. By minimizing transitions within and among teachers, students will experience less disruption during the academic day, and parents will be better able to support students as they participate in synchronous learning with their teachers and peers.

Secondary (7-12) students will follow a two-day block schedule. Through the 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 engage in deeper learning and understanding.

Both the elementary and secondary schedules are designed to align with the schedules that will be used when students return to in-person instruction, minimizing the disruption when this transition occurs.

TECHNOLOGY, INSTRUCTIONAL SUPPORT AND MATERIALS

DEVICES AND INTERNET ACCESS

A district-owned Chromebook will be available for all students in grades K-12. In addition, families without high-speed home internet can request a district-owned mobile hotspot to use for education purposes. Chromebooks and hotspots will be distributed before classes start. Procedures and schedules to pickup these devices will be sent at a later time. Technology support will be available to all families. All students will have access to the district's Web Help Desk to submit technology tickets. Families will also be able to contact each school for support.

SCHOOLGY

All online instruction, Kindergarten through grade 12, will be delivered through Schoology, AGSD's Learning Management System. Teachers will communicate schedules, course information and other updates via Schoology or through Avon Grove email accounts.

SUPPLEMENTAL MATERIALS

Students will receive instructional materials, including texts, workbooks and manipulatives through scheduled times at each building. As curriculum resources and materials need to be updated, additional opportunities for families to receive these items will be scheduled.

LEARNING EXPERIENCES

The AGSD Online Academy will engage our learners through an appropriate balance of synchronous and asynchronous learning opportunities. This means that learners will receive direct instruction from their teachers through the Zoom virtual classroom platform and will also complete offline activities for skill application and review. In addition, socialization opportunities will be plentiful through classroom meetings in the morning and afternoon. Adult support will be needed to assist learners with managing daily schedules and routines, accessing the necessary technology applications, and communicating with the teacher. The level of adult support needed per learner will vary and is expected to decrease as time goes on.



EQUITY AND ENGAGEMENT

For our students to be successful in our Online Academy, they must have access to all of the resources and materials needed for learning. Once equipped with these resources, we will engage students in not only the academic components of our program, but also the social, emotional, and relational aspects of learning through the following strategies:

- An assistant principal has been reassigned to address equity and engagement for each school for the 2020-21 school year
- 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

Equity &
Engagement



Pupil
Services



The Educational
Program



Operations &
Logistics



THE EDUCATIONAL PROGRAM

The AGSD Online Academy will replicate the traditional in-person, in-school 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 to mirror what would take place in the classroom
- Flexible opportunities provided to successfully meet learning requirements
- Increased interactions among students and between students and teachers
- Delivery of synchronous instruction and differentiated instruction to meet the needs of individual learners
- Implementation of an appropriate balance of online and offline learning activities
- Materials and resources provided for use at home that may include curriculum workbooks and textbooks aligned with grade level curriculum, manipulatives, and supplies to practice and engage with learning 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. For more information, please contact Director of Pupil Services, [Sean Burns](#).

SPECIAL EDUCATION

Special education services will be provided to students in accordance with their Individualized Education Program (IEP) through synchronous instruction. Special education teachers will develop an online schedule for live instruction for each student's identified area of need and at the frequency as outlined in the IEP. Live sessions will take place through Zoom. Case managers will make contact with parents in the beginning of the year and IEP meetings will be scheduled as needed in order to reflect the setting and mode of learning for each individual student.

Our Special Education department is creating a plan to support students with specialized needs that will allow low incidence students the opportunity to meet in person in order to provide their individualized services. More specific information will be provided to families in the coming weeks.





COMMUNITY-BASED INSTRUCTION/WORK PROGRAM

Live community-based instruction will be dependent on guidelines set forth by the PA Department of Health, the CDC, COVID 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 can resume. In collaboration with our community partners, work program schedules will continue during online instruction. Modifications may be required based on 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 virtually via phone or through Zoom
- Case managers will send invitations electronically for parents/guardians to respond to regarding their availability
- Participation in the IEP meeting will be documented by the case manager by noting virtual participation
- Final drafts of IEPs and NOREPs (Notice of Recommended Educational Placement) will be sent electronically following the IEP meeting. Parents/guardians can scan and return, or take a picture of the signature page and return 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 may request an IEP meeting at any time by reaching out to their student's case manager

For more information, please contact Supervisor of Special Education, [Mike Ubbens](#).

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. 504 plan meetings will continue in the remote format via Zoom or by phone. For questions or meeting requests regarding your child's 504, please contact your child'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 during virtual instruction, GIEP teams will meet to review needs and update the GIEP accordingly. The AGSD Online Academy will ensure 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
- Gifted education (GIEP) meetings will occur remotely via Zoom or by phone
- For questions or meeting requests regarding your child's GIEP, please contact your child's gifted education teacher or building administrator
- Initial evaluations: Parents 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. Limited in-person testing will be completed on a one-to-one basis with the following health and safety guidelines:

- Parents will check their child for possible COVID-19 symptoms prior to leaving for a scheduled appointment with the school psychologist. Parents should check for fever, cough, shortness of breath and/or headache. If you or your child is presenting with symptoms, please cancel your appointment and contact your child's healthcare provider
- 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

EVALUATIONS/REEVALUATIONS DURING THE MANDATED CLOSURE

Evaluations and reevaluations that required testing that could not be completed during the March 2020 closure will be reissued through a new Prior Written Notice (PWN). School psychologists will work with Special Education Supervisors to prioritize cases and issue PWNs. We will work as quickly as possible to clear our backlog of assessments. If you have questions or concerns regarding an evaluation or reevaluation, please contact the administrator or school psychologist for your child's building.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

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

- 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

The AGSD Online Academy will utilize the latest guidance from the Pennsylvania Department of Education (PDE) 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 redesignation purposes. The same procedure will be used for any ELs who participate in the AGSD Online Academy so long as the 2021 ACCESS for ELs assessment is administered.



SOCIAL AND EMOTIONAL WELLNESS

Student and employee social/emotional well-being is at the forefront of our work as we begin the 2020-2021 school year using a remote, online platform.

According to the [CASEL](#) framework, Social 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 online environment and to recover any social/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

DUAL ENROLLMENT AND TECHNICAL COLLEGE HIGH SCHOOL

Students who are enrolled in programs hosted at the Technical College High School (TCHS) Pennocks Bridge Campus will be able to participate in these programs virtually as designed by either TCHS or DCCC. If in-person instruction is made available by either TCHS or DCCC, students will be expected to adhere to any safety requirements or guidelines from these providers to attend. Additionally, while AGSD is learning remotely, transportation to and from these programs will be the responsibility of the student.



OPERATIONS AND 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 to allow sufficient instructional time necessary for content mastery
- Standard attendance procedures to comply with state requirements
- Thorough training and orientation for all stakeholders
- 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

A DAY IN THE LIFE OF AN AGSD ONLINE ACADEMY LEARNER

ELEMENTARY: GRADES K-6

The AGSD Online Academy will engage our elementary learners through an appropriate balance of synchronous and asynchronous learning opportunities. This means that learners will receive direct instruction from their teachers through Zoom, a virtual classroom platform, and will also complete offline activities for skill application and review. This structure will allow for a balance of screen time and time away from the screen. Homework after the end of the school day will not be required unless make-up work is needed. In addition, socialization opportunities will be plentiful through classroom meetings in the morning and afternoon. Adult support will be needed to assist learners with managing daily schedules and routines, accessing the necessary technology applications, and communicating with the teacher. The level of adult support needed will vary per learner and is expected to decrease over time.

SECONDARY: GRADES 7-12

The AGSD Online Academy will engage our secondary learners through an appropriate balance of synchronous and asynchronous learning opportunities. This means that learners will receive direct instruction from their teacher through Zoom, a virtual classroom platform, and will also complete offline activities for skill application and review. Flexibility will be key as our secondary learners will be empowered to make choices and function more independently. Homework after the end of the school day will not be required unless make-up work is needed in grades 7 and 8. Adult support will be needed in a monitoring format unless a learner has a need for more direct support from an adult at home. The level of adult support needed will vary per learner and is expected to decrease over time.



TIPS FOR SUCCESS AS AN ONLINE LEARNER

- Treat the online school day like a day when you would go to school; get a good night's sleep, have breakfast and be on time
- Have a designated space where you can do your school work and keep your materials
- Know your daily schedule and check your course agendas regularly
- Check your Schoology calendar to see what assignments or due dates are coming up
- Communicate with your teacher and reach out if you have questions or if you are beginning to struggle
- Participate in class. Be prepared and stay focused during each lesson
- Read ahead when possible and submit your work on time

ACCOUNTABILITY

The AGSD Online Academy assumes full accountability for ensuring that all of our learners are successful. AGSD Online Academy 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 assessment must be administered as directed by the Pennsylvania Department of Education. Local assessments will be administered via secure online testing protocols to the maximum extent feasible. The assessment data gathered will undergo subgroup analysis for equity considerations.

In addition, the AGSD Online Academy educators will be accountable for providing high-quality, highly-effective, online instruction. In addition to standard supervision and evaluation methods, the PDE rubric for Online Educators based on the Framework for Teaching will be integrated into the observation process.

Students in the AGSD Online Academy 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. 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 Online Academy is mandatory and will be taken daily for all students. Teachers will track attendance in all synchronous sessions. Present attendance will be determined by accessing the virtual classroom and timely completion of assignments. All attendance and truancy procedures apply. Families will be able to submit absence and late notes online.

Families having difficulty getting a student to attend class online should contact the teacher, school counselor or a building administrator for support, as they would if the student were attending school in person.

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 distance learning are all methods to 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 give 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 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.



SAMPLE SCHEDULES

SAMPLE SCHEDULE FOR GRADES K-2 (PENN LONDON ELEMENTARY SCHOOL)

Note: This schedule is only a sample. Specific student schedules will be available for students and families through the PowerSchool portal beginning on August 17.

	Kindergarten	Grade 1	Grade 2
8:00-8:30	Office hours, family outreach, IEP meetings	Office hours, family outreach, IEP meetings	Office hours, family outreach, IEP meetings
8:30-9:00	Morning Meeting	Morning Meeting	Morning Meeting
9:00-9:30	ELA	ELA	WIN/Encore
9:30-10:00			ELA
10:00-10:30			ELA
10:30-11:00			ELA
11:00-11:30	LUNCH	LUNCH	LUNCH
11:30-12:00	RECESS	RECESS	RECESS
12:00-12:30	WIN/Encore	Math	Content Areas
12:30-1:00			ELA
1:00-1:30	Brain Break	Content Areas	ELA
1:30-2:00	Math	WIN/Encore	Brain Break
2:00-2:30			Math
2:30-3:00	Content Area	Brain Break	Math
3:00-3:15	Afternoon Meeting	Afternoon Meeting	Afternoon Meeting
3:15-3:30	Teachers finalize daily attendance, family outreach	Teachers finalize daily attendance, family outreach	Teachers finalize daily attendance, family outreach

- ✓ Special education services will be scheduled throughout the day.
- ✓ Students will receive live instruction during portions of the instructional blocks. Students will also be engaged in small group instruction, discussion groups, and asynchronous instruction.



ADDITIONAL SAMPLE SCHEDULE FOR GRADES K-2
 PENN LONDON ELEMENTARY SCHOOL

Time	Educational Experience
8:30 - 9:00	Morning Meeting - Synchronous
(30 minutes)	Teachers and students will create a classroom community.
	Students will engage in team building activities, social emotional learning, and prepare for their day.
	This is also the time when attendance for the day will be taken.
9:00 - 11:00	ELA Block
(120 minutes)	Reading Workshop - 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.
	Fundations - Synchronous
	Students will participate in lessons focusing on phonemic awareness, phonics, and reading skills.
	Writing Workshop - Synchronous and Asynchronous
	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.
	**Embedded within this block will also be at least one "Brain Break", which is an opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
11:00 - 12:00	Lunch and Recess
(60 minutes)	Eat a healthy lunch and get outside and play.
12:00 - 1:00	Math Block
(60 minutes)	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.
1:00 - 1:30	Science or Social Studies Block
(30 minutes)	Science/Social Studies - Synchronous and Asynchronous
	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.
1:30 - 2:30	Encore or WIN (What I Need)
(30 minutes)	Encore - Synchronous and Asynchronous
	Students will engage in one of the following courses for approximately 25 days before beginning another experience.
	Physical Education, Health, Music, Art, STEM, Computers, Guidance
	WIN - Synchronous and Asynchronous
	Students will receive targeted support and assistance to meet and exceed grade level expectations.
2:30 - 3:00	Brain Break
(30 minutes)	An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
3:00 - 3:15	Afternoon Meeting - Synchronous
(15 minutes)	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.



SAMPLE SCHEDULE FOR GRADES 3-6 (AVON GROVE INTERMEDIATE SCHOOL)

Note: This schedule is only a sample. Specific student schedules will be available for students and families through the PowerSchool portal beginning on August 17.

	Grade 3	Grade 4	Grade 5	Grade 6
8:00-8:30	Office Hours/Family outreach/IEP meetings	Office Hours/Family outreach/IEP meetings	Office Hours/Family outreach/IEP meetings	Office Hours/Family outreach/IEP meetings
8:30-9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00-9:40	Math/ELA Block 1	Math/ELA Block 1	Math/ELA Block 1	WIN/Encore
9:40-10:20				
10:20-11:00	Content Areas	Content Areas	WIN/Encore	Math/ELA/Content Areas Block 1
11:00-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-12:40	Content Areas	Content Areas	WIN/Encore	Math/ELA/Content Areas Block 1
12:40-1:20	Math/ELA Block 1	WIN/Encore	Math/ELA Block 2	Math/ELA/Content Areas Block 2
1:20-2:00				
2:00-2:40	WIN/Encore	Math/ELA Block 2	Content Areas Block 1 and 2	Math/ELA/Content Areas Block 3
2:40-3:20				
3:20-3:30	Finalize Attendance	Finalize Attendance	Finalize Attendance	Finalize Attendance



**ADDITIONAL SAMPLE SCHEDULE FOR GRADES 3-6
AVON GROVE INTERMEDIATE SCHOOL**

Time	Educational Experience
8:30 - 9:00	Morning Meeting - Synchronous
(30 minutes)	Teachers and students will create a classroom community.
	Students will engage in team building activities, social emotional learning, and prepare for their day.
	This is also the time when attendance for the day will be taken.
9:00 - 11:00	ELA Block
(120 minutes)	Reading Workshop - 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.
	Foundations - Synchronous
	Students will participate in lessons focusing on phonemic awareness, phonics, and reading skills.
	Writing Workshop - Synchronous and Asynchronous
	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.
	**Embedded within this block will also be at least one "Brain Break", which is an opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
11:00 - 12:00	Lunch and Recess
(60 minutes)	Eat a healthy lunch and get outside and play.
12:00 - 1:00	Math Block
(60 minutes)	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.
1:00 - 1:30	Science or Social Studies Block
(30 minutes)	Science/Social Studies - Synchronous and Asynchronous
	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.
1:30 - 2:30	Encore or WIN (What I Need)
(30 minutes)	Encore - Synchronous and Asynchronous
	Students will engage in one of the following courses for approximately 25 days before beginning another experience.
	Physical Education, Health, Music, Art, STEM, Computers, Guidance
	WIN - Synchronous and Asynchronous
	Students will receive targeted support and assistance to meet and exceed grade level expectations.
2:30 - 3:00	Brain Break
(30 minutes)	An opportunity for students to get up and move, engage in social time with peers, or take a break from the screen. This may be synchronous or asynchronous.
3:00 - 3:15	Afternoon Meeting - Synchronous
(15 minutes)	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



SAMPLE SCHEDULE FOR GRADES 7-8 (FRED S. ENGLE MIDDLE SCHOOL)

Note: This schedule is only a sample. Specific student schedules will be available for students and families through the PowerSchool portal beginning on August 17.

Sample Secondary Online Schedule 7-8				
Block Day 1			Block Day 2	
	Grade 7	Grade 8	Grade 7	Grade 8
7:30-7:35	Homeroom	Homeroom	Homeroom	Homeroom
7:35-8:15	I/E 7:35-8:15 AM	I/E 7:35-8:15 AM	I/E 7:35-8:15 AM	I/E 7:35-8:15 AM
8:15-9:50	Block A (Pt 1) 8:15-9:50 AM	Block A 8:15-10:15 AM	Block C (Pt 1) 8:15-9:50 AM	Block C 8:15-10:15 AM
9:50-10:15	AC/PE 9:50 AM-10:55 AM		AC/PE 9:50-10:55 AM	
10:15-10:55		Block B (Pt 1) 10:15-10:55 AM		Block B (Pt 1) 10:15-10:55 AM
10:55-11:50	Lunch 10:55-11:50 AM	Lunch 10:55-11:50 AM	Lunch 10:55-11:50 AM	Lunch 10:55-11:50 AM
11:50-12:15	Block A (Pt 2) 11:50-12:15 PM	AC/PE 11:50-12:55 PM	Block C (Pt 2) 11:50-12:15 PM	AC/PE 11:50-12:55 PM
12:15-12:55				
12:55-2:15	Block B 12:15-2:15 PM	Block B 12:55-2:15 PM	Block D 12:15-2:15 PM	Block B (Pt 2) 12:55 PM-2:15 PM
2:15-2:30	8th Period 2:15-2:30	8th Period 2:15-2:30	8th Period 2:15-2:30	8th Period 2:15-2:30

- ✓ Special education services will be scheduled throughout the day.
- ✓ Students will receive live instruction during portions of the instructional blocks. Students will also be engaged in small group instruction, discussion groups, and asynchronous instruction.



ADDITIONAL SAMPLE SCHEDULE FOR GRADES 7-8
 FRED S. ENGLE MIDDLE SCHOOL

Time	Educational Experience - Day 1	Educational Experience - Day 2
7:30 - 7:35	Homeroom	Homeroom
(5 minutes)	Attendance Check-In - Synchronous	Attendance Check-In - Synchronous
	Students will check-in to be marked present for the day	Students will check-in to be marked present for the day
7:35 - 8:15	Intervention/Enrichment	Intervention/Enrichment
(40 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Students will engage in a variety of activities aimed at meeting their individual needs in academic areas as well as social and emotional learning	Students will engage in a variety of activities aimed at meeting their individual needs in academic areas as well as social and emotional learning
8:15 - 10:15	ELA Block	Math Block
(120 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Students will engage through teacher led activities, video and live focus lessons, demonstrations, collaborative/group opportunities, small group and independent practice.	Students will engage through teacher led activities, video and live focus lessons, demonstrations, collaborative/group opportunities, small group and independent practice.
	Teachers will hold focus lessons, provide guided practice, hold discussions, and utilize breakout rooms for small group differentiated instruction.	Teachers will hold focus lessons, provide guided practice, hold discussions, and utilize breakout rooms for small group differentiated instruction.
10:15 - 10:55	Social Studies Block (Part 1)	Science Block (Part 1)
(40 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Students will engage through teacher led activities, video and live focus lessons, demonstrations, collaborative/group opportunities, small group and independent practice.	Students will engage through teacher led activities, video and live focus lessons, demonstrations, collaborative/group opportunities, small group and independent practice.
	Teachers will hold focus lessons, provide guided practice, hold discussions, and utilize breakout rooms for small group differentiated instruction.	Teachers will hold focus lessons, provide guided practice, hold discussions, and utilize breakout rooms for small group differentiated instruction.
10:55 - 11:50	Lunch	Lunch
(55 minutes)	Eat a healthy lunch and get outside!	Eat a healthy lunch and get outside!
11:50 - 12:55	Art Cycle	Physical Education
(65 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Students will take courses in art, family and consumer science, French, music, Spanish and STEM	Students will engage in lifetime fitness and health activities
12:55 - 2:15	Social Studies Block (Part 2)	Science Block (Part 2)
(80 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Continuation of lesson from above	Continuation of lesson from above
2:15 - 2:30	Teacher Check-In - Synchronous	Teacher Check-In - Synchronous
(15 minutes)	Students will check-in with their teacher about how things are going, time management, guidance, extra support, etc.	Students will check-in with their teacher about how things are going, time management, guidance, extra support, etc.



SAMPLE SCHEDULE FOR GRADES 9-12 (AVON GROVE HIGH SCHOOL)

Note: This schedule is only a sample. Specific student schedules will be available for students and families through the PowerSchool portal beginning on August 17.

Sample Secondary Online Schedule 9-12		
	BLOCK DAY 1	BLOCK DAY 2
7:15-7:50	Teacher office hours/clubs	Teacher office hours/clubs
7:50-9:20	PERIOD 1	PERIOD 2
9:25-10:50	PERIOD 3	PERIOD 4
10:55-11:35	Lunch	Lunch
11:35-1:00	PERIOD 5	PERIOD 6
1:05-2:30	PERIOD 7	PERIOD 8
2:30-2:45	Teacher office hours/clubs	Teacher office hours/clubs

- ✓ Special education services will be scheduled throughout the day.
- ✓ Students will receive live instruction during portions of the instructional blocks. Students will also be engaged in small group instruction, discussion groups, and asynchronous instruction.



ADDITIONAL SAMPLE SCHEDULE FOR GRADES 9-12
 AVON GROVE HIGH SCHOOL

Time	Educational Experience - A Day	Educational Experience - B Day
7:30 - 7:50	Homeroom	Homeroom
(20 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Students will have access to all teachers via office hours	Students will have access to all teachers via office hours
	Clubs and organizations can meet	Clubs and organizations can meet
7:50 - 9:20	Period 1 Class	Period 2 Class
(90 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Learning experiences and outcomes specific to scheduled class	Learning experiences and outcomes specific to scheduled class
	Morning announcements and updates via AGTV	Morning announcements and updates via AGTV
9:25 - 10:50	Period 3 Class	Period 4 Class
(85 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Learning experiences and outcomes specific to scheduled class	Learning experiences and outcomes specific to scheduled class
	Daily Attendance taken for all students	Daily Attendance taken for all students
10:55 - 11:35	Lunch	Lunch
(40 minutes)	Eat a healthy lunch and get outside!	Eat a healthy lunch and get outside!
11:35 - 1:00	Period 5 Class	Period 6 Class
(85 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Learning experiences and outcomes specific to scheduled class	Learning experiences and outcomes specific to scheduled class
1:05 - 2:30	Period 7 Class	Period 8 Class
(85 minutes)	Synchronous and Asynchronous	Synchronous and Asynchronous
	Learning experiences and outcomes specific to scheduled class	Learning experiences and outcomes specific to scheduled class
2:30 - 2:45	Teacher Availability	Teacher Availability
(15 minutes)		



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.

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.

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

ONBOARDING: The process of preparing students and families for the AGSD Online Academy experience.

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.

ORIENTATION: An experience that orients students to their particular school and is not solely focused on technical aspects.

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.



SCHOOLLOGY: 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.

TRAINING: Technology-centered tutorials that provide students and families with information and support in order to fully access the online learning environment.

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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