



# INSTRUCTIONAL PLAN

## Parent's Guide



# Table of Contents-Hybrid Model

<b>Table of Contents</b>	<b>2</b>
<b>Cleaning, Sanitizing, Disinfecting, and Ventilation</b>	<b>4</b>
Cleaning, Sanitizing, Disinfecting and Ventilation	4
General Facilities Plan	4
Sharing of Materials Among Student and Staff	5
<b>Social Distancing and Other Safety Protocols</b>	<b>5</b>
Social Distancing and Other Safety Protocols	5
Campus/Building Measures	5
Classroom Spaces	6
Cafeteria/Communal Space	6
Personal Protective Equipment (PPE) and Hygiene Practices	6
Disinfecting/Sanitizing Stations and Handwashing Practices	7
Use of Face Coverings/Masks (Staff/Students)	7
<b>Monitoring Student and Staff Health</b>	<b>7</b>
Monitoring Health	8
Symptom Monitoring	8
Exclusion From and Return to School Requirements	9
Decision Making Flowchart	9
Testing Results and Response	12
<b>Student Transportation</b>	<b>13</b>
Student Transportation Measures	13
<b>Return to School Metrics and Timelines</b>	<b>13</b>
Determining Instructional Benchmarks	13
<b>Introduction</b>	<b>15</b>
Phased Hybrid Approach	15
Hybrid Schedule	15
Overview of Hybrid Learning	16
First Week of Grade Level Hybrid Model	17
<b>Academic Calendar</b>	<b>17</b>
Calendar and Daily Schedule	17



<b>Expectations for Students &amp; Caregivers</b>	<b>17</b>
Expectations for Students	17
Expectations for Caregivers	18
Setting up a Workspace at Home	18
<b>Technology</b>	<b>19</b>
Devices and Internet Access	19
Schoolology & Seesaw	20
Technology Fee	20
<b>Accountability and Grading</b>	<b>21</b>
Overview	21
Assessments, Assignments and Report Card Grades	21
<b>Attendance and Engagement</b>	<b>23</b>
Lawful Attendance	23
Lawful Attendance	23
Hybrid Attendance Flexibility	23
Full Remote Learning Attendance	24
Engagement with Learning Activities	24
<b>Academic Schedules</b>	<b>25</b>
Kindergarten-Fifth Grade	25
Sixth-Twelfth Grade	25
Specials and Electives	26
<b>Student Services</b>	<b>26</b>
Special Education Services/Related Services	26
Tiered Support and Interventions	27
English Language Learning (ELL Supports)	27
Social Emotional Supports	27
<b>Contact Information</b>	<b>28</b>
K-12 Administration	28
Attendance, Enrollment and Transportation	28
K-3 Division	29
4-6 Division	29
7-8 Division	29
9-12 Division	29



# Health and Safety

## Cleaning, Sanitizing, Disinfecting, and Ventilation

### Cleaning, Sanitizing, Disinfecting and Ventilation

One of the key mitigation measures to ensure a safe reopening of our schools is the proper, and ongoing, cleaning, sanitizing, disinfecting, and ventilation of our buildings. Avon Grove Charter School will be following the Centers for Disease Control and Prevention's (CDC) guidance and recommendations for cleaning, sanitizing, disinfecting, and ventilation. All policies and procedures related to upholding these standards will meet the [Occupational Safety and Health Administration \(OSHA\)](#) and [CDC requirements for COVID-19](#).

Avon Grove Charter School employs its own custodial staff as well as contracted janitorial and cleaning services. All school employees and contractors will follow protocols based on the CDC's recommendations. Daily and weekly cleaning expectations and benchmarks will be established and monitored along with proper training and guidance provided to school employees and students related to cleaning, sanitizing, and disinfecting.

#### General Facilities Plan

- Proper cleaning, sanitizing, and disinfecting begins with professional development and training. Education on correct protocols and expectations will be provided to all cleaning staff, contractors, school employees, and students.
- Clean and disinfect frequently touched surfaces and objects routinely. Intense scrutiny will be applied to common gathering areas, door handles, light switches, stair rails, sink handles, chair arms, shared workstations, and shared learning materials.
- Disposable disinfectant wipes and sanitizer will be provided to all staff to clean commonly used surfaces between each use and during established frequencies
- Disinfectant/sanitation stations will be set up at the entrance to every classroom and throughout the school buildings to provide ample opportunities for students to clean and disinfect their hands throughout the day.
- Cleaning and disinfecting bathrooms
  - Bathrooms that are maintained in the classrooms will be cleaned and disinfected throughout the day per CDC guidelines.
  - Communal bathrooms will have limitations to the number of students permitted at a single time.
  - Communal bathrooms will be cleaned and disinfected throughout the day per CDC guidelines.
  - All staff and student bathrooms will be cleaned and disinfected each

evening in preparation for the following school day.

- All furniture and hard surfaces (located in classrooms and throughout the buildings) will be cleaned and disinfected throughout the day and after each use
  - Disposable disinfectant wipes will be provided to all staff to clean commonly used surfaces in the classroom and strategically deployed throughout the buildings to individual use
- Water fountains will be disengaged for individual drinking from the drinking source.
- Exhaust fans, exterior ventilators, and outside air dampers will be open throughout all buildings.

### **Sharing of Materials Among Student and Staff**

- No students or staff should share personal school supplies. In the event that sharing of materials is necessary (i.e. specials), items will be disinfected after each use
- Student belongings will be kept separated from others' and in individually labeled containers, cubbies, or lockers.
  - Locker and cubby use will be evaluated on an ongoing basis and may be discontinued due to congregating student concerns.
- Ensure adequate supplies are available to minimize sharing of high touch materials to the greatest extent possible or limit to one group of students at a time while disinfecting between use.
- All students in grades K-12 will be provided an individual iPad/Chromebook for personal use when in the building and at home if remote learning is required.
- Students and staff will avoid using others' phones, desks, offices, or other work tools and equipment when possible. All touch items and surfaces should be disinfected prior to use.
- Students will be encouraged to limit the touching of shared workspaces, walls, and fixtures throughout the buildings.

## Social Distancing and Other Safety Protocols

### **Social Distancing and Other Safety Protocols**

#### **Campus/Building Measures**

- One-way traffic patterns have been created in hallways and stairwells, where feasible.
- Exterior doors have been marked with entrance and exit only signage.
- Staggering of arrival and dismissal will occur to limit traffic in the hallways

### **Classroom Spaces**

- Classrooms and learning spaces will be set up to allow for 6 feet of separation/distancing among students and staff **to the greatest extent possible.**
  - If six feet of separation is not able to be maintained additional mitigation efforts will be implemented to create a safe learning space.
- Classrooms and learning spaces will be limited to a maximum number of students that can maintain proper social distancing requirements **to the greatest extent possible.**
  - When a classroom or learning space exceeds this threshold, additional mitigation efforts will be utilized to ensure a safe learning space.
- At the elementary level, mixing between groups and classes will be limited where feasible.
- Consideration for the use of individual student privacy shields will be made if additional social distancing and separation efforts are needed.
- Individual student desks will be oriented in the same direction and provide the recommended six feet of spacing between students.
- Group work will be limited, and masks will be required whenever students are engaged in group work.
- The school will utilize a digital hall pass system eliminating the use of shared hall pass items and sign out/in stations.
- A limited number of students will be permitted out of the classroom at one time.
- Substitutes will be required to report to work with approved face-shields and/or face coverings.

### **Cafeteria/Communal Space**

- Cafeteria/lunch schedules will be created to stagger and limit the number of students at one time.
- Some elementary classrooms will each lunch in a rotation model between the cafeteria and their classrooms.
- Student seating will be marked, staggered, and potentially assigned to allow for social distancing.
- Virtual group events, gatherings, and meetings will be utilized to the greatest extent possible.

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

### **Disinfecting/Sanitizing Stations and Handwashing Practices**

- Each classroom will have a hand sanitizing station installed at the entry way for students to sanitize their hands upon entry and exit.
- All classrooms will be provided additional hand sanitizer and disinfecting wipes for classroom use.
- Additional hand sanitizing stations will be placed throughout the buildings at entry ways, hallway intersections, communal spaces, etc.
- Proper handwashing procedures will be expliciting taught to all students.
- Handwashing breaks will be established throughout the day at the elementary grade level.

### **Use of Face Coverings/Masks (Staff/Students)**

- Face coverings are required for all students and staff.
- All students will be required to wear a mask when riding district provided transportation, on any school vehicles, and on any contracted transportation services
- All students will be required to wear a mask throughout the school day except:
  - Eating or drinking when spaced at least 6 feet apart or to the greatest extent feasible
  - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task
  - Engaged in a “face covering break” when 6 feet apart lasting no longer than 10 minutes.
- Consideration for the use of individual student privacy shields will be made if additional social distancing and separation efforts are needed
- AGCS recognizes that some students may not be able to wear a mask due to a disability or pre-existing medical condition. Face coverings are required for all students unless they have a medical or mental health condition or disability, documented in accordance with Section 504 of the Rehabilitation Act or IDEA, that precludes the wearing of a face covering in school.
  - Accommodations for such students should be made in partnership with the student’s health care provider, school nurse, and IEP/504 team.

**Department of Health and/or Governor orders will supersede any local decisions on face coverings/masks. This section may be amended if less restrictive guidelines are released.**

## Monitoring Student and Staff Health

The **Chester County Health Department** has issued COVID-19 Guidance for schools related to the following:

- Symptom Monitoring
- Reporting COVID-19
- Investigations of COVID-19
- Exclusions From and Return to School Requirements

## Monitoring Health

- Students and staff will be required to complete an acknowledgement form at the beginning of the year which outlines COVID-19 symptoms and the school's protocols for attendance.

AGCS will require the following to ensure a safe learning environment:

- Parents/guardians will be required to screen their children for symptoms at home, each day, prior to school.
  - Any student exhibiting symptoms should not come to school, be placed on a bus, or dropped off at school.
- If a student or staff members exhibit any symptoms when already at school, they will report immediately to the nurse.
  - Individuals will be isolated
  - Universal screening will occur and include:
    - Temperature check
    - Assessment for symptoms related to COVID-19
    - General questions regarding symptoms and exposure
- Students, staff, and visitors who become sick or exhibit symptoms related to COVID-19 or demonstrate a history of exposure will be required to isolate and quarantine per the Chester County Health Department guidelines.
- The Chester County Health Department will be contacted whenever the school is notified of a student or staff member who has tested positive for COVID-19.
- The school will suspend the use of perfect attendance awards and incentives.
- [Nursing Letter for Families](#)

## Symptom Monitoring

Step one: **Take temperature with a temporal or forehead touchless thermometer.**

---

Step two: **Are you taking any medication to treat or suppress a fever? Yes/No?**

---

Step three: **Are you currently experiencing any of the following symptoms?**



"Has Symptoms" is defined as having:  
 1 or more symptom(s) in Group A  
**OR** 2 or more symptoms in Group B  
**OR** Yes to medication to suppress a fever.

Group A	Group B
1 or more symptoms	2 or more symptoms
<ul style="list-style-type: none"> <li>• Cough</li> <li>• Shortness of breath</li> <li>• Difficulty breathing</li> <li>• Lack of smell or taste (without congestion)</li> </ul>	<ul style="list-style-type: none"> <li>• Fever*</li> <li>• Sore throat</li> <li>• Chills</li> <li>• Muscle pain</li> <li>• Fatigue</li> <li>• Headache</li> <li>• Congestion or runny nose</li> <li>• Nausea or vomiting</li> <li>• Diarrhea</li> </ul>

**A fever, or elevated temperature is defined as 100.4°F.**

## Exclusion From and Return to School Requirements

### Decision Making Flowchart

Scenario	Exclude From School	Return to School After...
#1 – No Symptoms	No	Not applicable
#2 – COVID-19 Symptoms	Yes	Individuals should be tested for COVID-19; individuals awaiting test results should be excluded from school. <ul style="list-style-type: none"> <li>• If the test result is <u>negative</u>, return to school following readmission criteria illustrated in PA Code, § 27.73. Readmission of excluded children, and staff having contact with children. If no alternative diagnosis is</li> </ul>

		<p>known, return to school 24 hours after symptoms are improved.</p> <ul style="list-style-type: none"> <li>● If test result is <u>positive</u>, follow return to school guidance for scenario #3.</li> <li>● If individual is not tested or refuses to test, follow return to school guidance for scenario #3 (assumed positive w/ symptoms).</li> <li>● If an individual is using medication to treat or suppress a fever, he/she should be excluded until medication is no longer needed.</li> </ul>
#3 – Positive COVID-19 PCR Test <u>with</u> Symptoms	Yes	<ul style="list-style-type: none"> <li>● 24 hours with no fever without medication <b><i>and</i></b>;</li> <li>● improvement in symptoms <b><i>and</i></b>;</li> <li>● 10 days since symptoms first appeared</li> </ul>
#4 – Positive COVID-19 PCR Test <u>without</u> Symptoms	Yes	<p>10 days after the PCR test was collected</p> <ul style="list-style-type: none"> <li>● If symptoms develop during 10 days, follow return to school guidance for scenario #3.</li> </ul>
<p>#5 – Close Contact <u>with</u> Symptoms</p> <p><u><i>Close contact is defined as:</i></u> Individuals within 6 feet distance for greater than 15 minutes with a COVID-19 positive individual;</p> <p>or</p> <p>Household members of COVID-19 positive individual</p>	Yes	<p>Individuals should be tested for COVID-19; individuals awaiting test results should be excluded from school.</p> <ul style="list-style-type: none"> <li>● If the test result is <u>negative</u>, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved.</li> <li>● If test result is <u>positive</u>, follow return to school guidance for scenario #3.</li> <li>● If individual is not tested or refuses to test, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved</li> </ul>
#6 – Close Contact of COVID-19 <u>without</u> Symptoms	Yes	<p>14 days after the date of last exposure to the person with COVID-19</p>

<p><u>Close contact is defined as:</u> Individuals within 6 feet distance for greater than 15 minutes with a COVID-19 positive individual;</p> <p>or</p> <p>Household members of COVID-19 positive individual</p>		<ul style="list-style-type: none"> <li>• If symptoms develop during 14 days, follow return to school guidance for scenario #5.</li> </ul>
<p>#7 - Travel History <u>with</u> symptoms</p> <p>Travel in the last 14 days to <a href="#">areas with travel restrictions, as identified by the PA Department of Health or the Centers for Disease Control and Prevention (CDC)</a>.</p>	<p>Yes</p>	<p>Individuals should be tested for COVID-19; individuals awaiting test results should be excluded from school.</p> <ul style="list-style-type: none"> <li>• If the test result is <u>negative</u>, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved.</li> <li>• If test result is <u>positive</u>, follow return to school guidance for scenario #3.</li> <li>• If individual is not tested or refuses to test, return to school 14 days after last exposure to the person with COVID-19 and symptoms have resolved</li> </ul>
<p>#8 - Travel History <u>without</u> symptoms</p> <p>Travel in the last 14 days to <a href="#">areas with travel restrictions, as identified by the PA Department of Health or the Centers for Disease Control and Prevention (CDC)</a>.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>• Return to school 14 days since return to PA from travel</li> <li>• If symptoms develop during the 14 day period, follow guidance #5 for Close Contact with symptoms</li> </ul>

## Testing Results and Response

All contact tracing and COVID-19 related investigations will be conducted by the Chester County Health Department.

COVID-19 investigations include the identification of close contacts during the contagious period. Contact tracing helps manage COVID-19 from spreading in schools and is used to break chains of transmission and to help prevent future surges of cases. Close contacts are those who are within 6 feet distance for  $\geq 15$  minutes with the COVID-19 patient.

When assessing the need for closing a school, the Health Department will take into account multiple factors including but not limited to the number of new cases among staff and students, how those cases relate to each other, whether or not those cases relate to other known cases outside of the school setting.

The Health Department will utilize the following to identify a COVID-19 outbreak within a school setting:

- Identification of two or more COVID-19 cases in a class or cohort with an onset within a 14-day period, who are epidemiologically linked and do not share a household or are not close contacts outside the school setting. Cases should not have obvious, more likely sources of exposure (i.e., a household contact who became ill prior to their onset date).
- If onset dates are not available (i.e., case was asymptomatic or not reached for interview), specimen collection date may be used.

When an outbreak is identified, the Chester County Health Department will work with the school to review prevention measures to ensure adherence, and monitor for additional cases.

If additional cases are identified within the class or cohort within a 14-day period, additional mitigations measures will be implemented including classroom closures, different cohorting, etc.

If two (2) outbreaks are identified in a 14-day period, the Chester County Health Department assesses broader scale closure of wings or buildings.

An outbreak is over when 28 days have passed since the last person started having symptoms and no new confirmed or probable cases have occurred.

If the last person did not have symptoms, use the day the person was tested instead.

The Chester County Health Department recognizes that schools may need to consider closing if the number of teachers/staff staying home, or available to work, interferes with the school's ability to operate.

## Student Transportation

### Student Transportation Measures

- Each students' sending school district provides transportation to and from AGCS.
- All students must complete their specific districts Act372 Request for Transportation form in order to be provided transportation for the 2020-2021 school year.
- All students riding district provided transportation or school owned vehicles will be required to wear a mask while on the bus.
  - Students will not be permitted to board a school bus without a mask
- No more than two students per seat will be permitted on the bus.
- Siblings will be required to sit together.
- Social distancing may not be feasible on the bus, however, students will be encouraged to sit apart from one another one the bus when space permits.
- No bus passes (permission to ride a different bus/van) will be allowed.
- All school bus drivers will wear personal protective equipment (PPE) when transporting students.
- Arrival and dismissal will be staggered to alleviate congestion in hallways.
- Student arrival and dismissal times may be modified to accommodate the number of students riding the bus versus those who are dropped off via carline.
- Entrance and Egress Routes will be established to create social distance.
- In coordination with the school district or bus contractor, busses and vehicles will be disinfected after each use and nightly (at a minimum).
- Student drivers are encouraged not to transport anyone other than siblings to school.

## Return to School Metrics and Timelines

### Determining Instructional Benchmarks

- Transitioning to a more in-person instructional model can be considered when thresholds for incidence rates and positivity are met for three (3) consecutive weeks

per the following table, from the Chester County Department of Health.

- Transitioning to a more virtual instructional model can be considered when thresholds for incidence rates and positivity are met for two (2) consecutive weeks per the following table.

Community Transmission	Incidence Rate per 100,000	AND/OR	PCR Test Positivity	Instructional Model
Low	<10	AND	<5%	In-Person
Moderate	≥10 and <40	AND	≥5 and <7%	Hybrid
High	≥40 and <80	OR	>7% and <10%	Virtual and/or Hybrid
Very High	≥80	OR	≥10%	Virtual



# Hybrid Educational Model

## Introduction

*The Instructional Plan-Parent Guide presented here is intended to offer families guidance and a common set of expectations for a **hybrid instructional model**. Any changes to the instructional model will require revisions and will be reflected accordingly in this document.*

### Phased Hybrid Approach

- The AGCS Board has approved a Hybrid Instructional Model effective October 12th, 2020, with a phased approach. The goal is still to bring our students back to school in a brick-mortar setting as soon as possible, keeping in mind the health and safety of our students and staff.
  - Phased Approach:
    - **October 12th, 2020:** Kindergarten and Fourth Grade students will begin the hybrid model.
    - **October 19th, 2020:** First, Second, Third, Fifth and Sixth will begin the hybrid model.
    - **October 26th, 2020:** Seventh-Twelfth Grade will begin the hybrid model.
  - AGCS will continue to follow the return to school recommendations of the Chester County Health Department and PA Department of Education.

### Hybrid Schedule

AGCS parents were required to complete a “Learning Intentions” form indicating whether they wished to have their children participate in our hybrid educational plan or remain in a remote learning setting.

Students who chose the remote learning option will remain virtual until January 22, 2021. It is at this time that they may elect to transition back to in-person instruction. At any point families may transition from in-person/hybrid to remote learning. Please contact your child's principal for more information.

For students who chose the hybrid learning model, our school population was then broken up into two cohorts (Blue and Gold) by the first letter of the child's last name and common address. By looking at common addresses, AGCS was able to ensure that families and siblings with different last names attended school on the same day.

Last name A-K = Blue  
 Last name L-Z = Gold  
 Remote Learning = Red

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Blue Group	In-person	In-person	Both Blue and Gold Remote	Remote	Remote
Gold Group	Remote	Remote		In-person	In-person
Red Group	Remote	Remote	Remote	Remote	Remote

## Overview of Hybrid Learning

- Students will attend school in-person on their designated days and will follow their academic schedule.
- Teachers will be delivering live lessons to the students who are in class and students who are logged in at home, simultaneously.
- Teachers will utilize their Smartboards, computers, cameras, mics and Zoom to create learning opportunities that engage students both in-person and at-home, with the *same content*.
- In addition, small group instruction will continue, when applicable, for all students regardless of model.
- Throughout a class period or lesson, at-home students may be asked to complete a task independently or with peers in a breakout room; while, in-person students may work independently, with peers, and/ or with the teacher.
- It is important to note that on the days in which students are in the building, they are not coming to school and logging into Zoom all day. A hybrid model allows for increased interactions between students and teachers. Our staff will continue to be creative with their instructional delivery in order to make the learning experience meaningful and unique for all models of instruction.

**We ask all staff, students and caregivers to exercise flexibility and patience as we transition to a model that asks teachers to balance the attention and support to students in the building and at home, simultaneously. This is new for all of us and there will be bumps along the way as we figure out a system that works to meet all student needs.**



## First Week of Grade Level Hybrid Model

- During the week when your child's grade level is phased into the hybrid model, they will be provided asynchronous/independent work on their at-home days. In other words, live instruction may be limited on Monday/Tuesday or Thursday/Friday for the week in which the grade level transitions into the hybrid model.
- This will allow the teachers to focus on operational expectations, routines, etc for students in front of them as they transition back to school with many changes.
  - **Blue cohort**= asynchronous work Thursday-Friday
  - **Gold cohort**= asynchronous work Monday-Tuesday
  - **Remote students**= asynchronous work Monday-Tuesday & Thursday-Friday
  - Wednesday=remote learning for all

## Academic Calendar

### Calendar and Daily Schedule

- Academic Calendar
  - Regardless of instructional model all students and staff will follow the board-approved, [AGCS School Calendar](#)
  - When school is "closed" for holidays or professional development days, students will not be provided new content/learning tasks.
  - In the event an individual staff member has to take a personal day, he/she will provide their students with asynchronous instructional tasks on the day/s of their absence.

## Expectations for Students & Caregivers

### Expectations for Students

It is our expectation that our AGCS students engage within our hybrid plan to the best of their ability which includes:

- Logging on/engaging with planned learning activities, on a daily basis, via

- Schoology, during the school day, at home and/or in school.
- Attending all live, synchronous class sessions.
    - Encouraged to turn on cameras during live, Zoom sessions.
    - Post their first name, last initial when not using the camera feature in Zoom.
  - Doing their best to complete their school work within the schedule outlined by their teachers.
  - Attend scheduled related services and/or intervention sessions; when applicable.
  - Reach out and ask for help from teachers, counselors, support staff, or school administration.
  - Make sure you have all of your materials that you need to bring to school, during in-person days, packed in your school bag the night before.
    - Bring your own headphones and hand sanitizer.
  - Charge your Chromebook or iPad every night.

## Expectations for Caregivers

It is our expectation that our AGCS students engage within our hybrid plan to the best of their ability which includes:

- Supporting their child/ren in logging into Schoology, daily
- Assist child/ren in their learning tasks, but not complete them for their children.
- Reaching out to your child's teacher/s for support and questions.
- Set their child up for success by following the school schedule, creating a workspace, ensuring plenty of sleep and eating a healthy breakfast/lunch.

## Setting up a Workspace at Home

- We understand that everyone's home situation is different, however, we encourage all families to create a workspace that is conducive to a school-like environment (well-lit, away from noise/distractions and provides enough room for your Chromebook, books, paper, etc).
- Considerations:
  - Well-lit, away from noise/distractions and provides enough room for your Chromebook, books, paper, etc.
  - Position the computer/ipad so that the camera is facing your child and there are minimal distractions in the background for others to see. For example, a child's back is against a wall, facing the camera..

- Access to essential school supplies: School-issued technology, paper, notebooks, pencils, erasers, and school-provided materials (novels, manipulatives, textbooks, etc)

## Technology

The AGCS IT Department will continue to support our students and staff through the hybrid model.

### Devices and Internet Access

AGCS has a 1:1 device environment for all K-12 students. More information about the school's 1:1 program can be found in the [AGCS 1:1 Program Handbook](#).

- Kindergarten
  - Will receive iPads. iPads will not be locked so that it is easier for students to access their browser and/or apps.
- 1st-6th Grade
  - Will utilize Chromebooks. Students will receive individual QR codes that will allow them to login into their Chromebooks.
  - The traditional login method would continue to work if the QR code is not used.
  - Upon opening their browsers, students will be taken directly to a Google Site of Bookmarks containing links/icons to the most visited websites for their grade.
- 7th-12th Grade
  - Will utilize Chromebooks. Students will login with their Google Credentials (@agcharter.net)
  - Upon opening their browsers, students will be taken directly to a Google Site of Bookmarks containing links/icons to the most visited websites for their grade.
- Technical Support with school-issued Chromebooks and iPads. Please visit our [webpage](#) or view the [How to Video](#)

Families without high-speed internet may request a school-owned, mobile hotspot for educational purposes.

**Students participating in the hybrid learning program MUST come to school each day with their charged school issued or BYOD device. Failure to bring their device to school will impact their educational experience for the school day.**

## Schoology & Seesaw

- Zoom will continue to be used as the main streaming platform with all sessions being recorded and posted to Schoology.
- Schoology (K-12)
  - AGCS will use the LMS (Learning Management System), Schoology for all classes/courses. All courses/classes will be organized in a similar manner to increase consistency and ease of use for students/families.
  - Schoology Family Resources available [here](#)
- Seesaw (K-5)
  - Seesaw is an online portfolio that will be used for assignments, in addition to, Schoology. Parent Resources for Seesaw available [here](#)
- Calendar Sync
  - Students have the ability to link their Schoology Calendar with their Google Calendars. Once set up, students will be able to view their assignments (Schoology) and calendar invites/Zoom links all from the Google Calendar.
  - Click [here](#) for directions on how to sync your calendars.

## Technology Fee

The proper handling and long-term care of this technology is a big responsibility for our students. AGCS has implemented a yearly technology fee so that parents/legal guardians share the cost of this expansion program and the protections as described throughout this handbook. This technology fee is based on an average cost projection for shared expenses related to increasing IT staffing, infrastructure support, and accidental damage repair costs on an ongoing basis.

This fee may be viewed and paid for in the Parent Portal and our eFunds system or through a direct check/money order sent to the school.

Assigned Chromebooks and iPads will be disabled at a specific date if the technology fee is not received. Failure to pay this fee in a timely manner can have a direct impact on the student's learning experience in our remote learning environment.

Students/Families who participate in the National School Lunch Program (Free/Reduced Lunch) will be asked to pay a prorated technology fee to match that of the lunch program. Students who receive "Free Lunch" due to their economic status will have the technology fee waived. Students receiving a "Reduced Lunch" price will pay a prorated amount in line

with their lunch assistance rates. Families will still be responsible for the full cost of the device and/or repair costs if the computers are lost, stolen, or damage is assessed to be due to negligence (see below for more details).

<b>2020-2021 Technology Fee Structure</b>			
<b>Grade Level</b>	<i>Full Fee</i>	<i>Reduced Lunch</i>	<i>Free Lunch</i>
<b>K-12th Grade</b>	\$50	\$6	\$0

## Accountability and Grading

### Overview

- Assessments may be administered virtually and/or in-person while we are in a hybrid learning model.
- The gathering of such data is essential for planning purposes and we will continue to embed assessments into daily instruction, rather than see testing as an “event”.
- We will continue to incorporate ongoing, formative assessments to address the learning gaps that students present.

### Assessments, Assignments and Report Card Grades

- Students will be held accountable to complete assignments whether they are in a hybrid or remote learning setting. Assignment grades will be reflected in PowerSchool and contribute to the overall report card grades.
- Report Cards
  - K-5
    - Students will be provided a standards-based report card, regardless of instructional model.
    - Engagement Rating will be added to students' report cards. See [Engagement Section](#).
  - 6-12
    - Students will be provided a traditional report card, regardless of instructional model.
    - Qualities of a 21st Century Learner

- Will be added to students' report cards. See [Engagement](#) for additional information.
- Assignment Submission/Completion
  - Students are expected to turn in their assignments by their designated due dates.
  - We encourage students/caregivers to reach out to their teachers if work completion is a challenge.
    - Grades: 6-12 only
      - Assignments can be turned in by the checkpoints without penalty (mid-quarter and end of quarter).
      - Extension- assignments can be submitted within 5 days after the designated checkpoints, with a 10% reduction.
      - Assignments not submitted by the 5 day extension will be counted as a 0 in PowerSchool.
- Grades & PowerSchool
  - Assignments will be graded and posted in PowerSchool within one week of the due date.
    - Reminder: PowerSchool is the official gradebook, not Schoology. Though assignments may be recorded in Schoology Courses and can be graded within Schoology, PowerSchool will depict the accurate grade for the course/class.
- Homework
  - K-6th Grade:
    - Due to the amount of time students will be spent attending class virtually, we will not be assigning homework.
    - Classwork assignments should not be extended beyond designated class times. Classwork may rollover into the next day.
      - Exceptions may include:
        - Studying for a test/exam
        - Reading independently
        - Executing a flipped learning model (read a short reading, watch a video, and/or complete a quick task in preparation for the next day's lesson)
  - 7th-12th Grade:
    - Upper school staff may ask students to complete assignments after school hours that were started within the school day, in preparation for the next class period.

## Attendance and Engagement

### Lawful Attendance

#### Lawful Attendance

- Per the Department of Education, schools utilizing a remote learning plan must ensure there is a system for tracking attendance and instructional time.
- Students' lawful attendance will be based on daily activity within in Schoology. This includes logging in, opening folders and interacting with the content.
  - At the end of each school day, an LMS (Schoology) report will be pulled that lists which students logged into Schoology for the given day.
  - Students attendance records will be updated the following day based on their Schoology access.
  - Parents/guardians will receive an automated phone call and email if the child failed to log in to their student, Schoology account the previous school day.
- Teachers will continue to complete "period" attendance for students in their classroom and on Zoom throughout their scheduled class periods. We ask that students in a remote learning setting (whether all remote on during their off hybrid days) do not request that teachers update period attendance records. These are being used simply for engagement purposes.
- Normal attendance procedures related to excuse notes apply for the hybrid/remote learning settings.

#### Hybrid Attendance Flexibility

AGCS will strictly enforce provisions of its health and safety plan related to students not attending in-person instruction if they exhibit any signs/symptoms related to COVID-19. To help promote the notion that students should remain at home if they have any signs/symptoms, AGCS has developed a *flexible attendance model*.

- On the days in which students are expected to be present in the building, AGCS will take active, in-person attendance and make "Health and Safety" calls each day. This health and safety call will be made to parents/guardians if their child is not physically in the school building on a day they are expected to be.
- Parents of hybrid students should email or contact the attendance office if their child is not going to be in the physical school building for the day.
- Students remaining at home can still participate in the school day by logging into Schoology, completing their school assignments, and attending their scheduled classes via Zoom (just like they would do on their scheduled remote days).
- If a student does not attend in-person, does not log into Schoology and does not participate in school for the day, then they will be marked absent for the day.
- Normal attendance procedures related to excuse notes apply for the hybrid/remote

learning settings.

- Hybrid students who continue to be physically absent from school when they are scheduled for in-person instruction may be transitioned to a full remote learning program.
- Students who exhibit habitual non-attendance or non-participation in the school model will be subject to AGCS School Attendance Improvement meetings which may include a home visit by an AGCS staff member.

#### **Full Remote Learning Attendance**

- AGCS students participating in remote learning will be expected to log-in and attend all scheduled live, streamed class sessions.
- A student's lawful attendance is based on them logging into Schoology with their student account during school hours.
- Teachers will take "period attendance" during all scheduled live classes.

## **Engagement with Learning Activities**

- Along with the above attendance procedures, AGCS has developed a number of "engagement" metrics that are being tracked to monitor student access to our Instructional Plan-Hybrid and Remote Learning and their course work.
- Engagement will be tracked through period attendance, taken by the teacher, and PBIS Rewards as a means in monitoring active participation.
  - **Period Attendance:** Taken during every class period.
  - **Engagement:** Engagement will be monitoring each class period during remote instruction, as required by PDE. allows CST teams to determine what students require interventions through counseling and/or family coaches.
    - Engagement will be monitored **daily, in each class**, using PBIS rewards.
      - Students will receive **1** Accountability point if they are engaged in the lesson. This **could** be defined as: video on, participating in chat, completing assignments, contributing to the group.
      - Students are not required to have video on and should not be penalized for video being turned off.



## Academic Schedules

### Kindergarten-Fifth Grade

- In a hybrid model, students will continue to follow grade level schedules for the 20-21 SY, as they have in a remote learning model.
  - K-5 students will have one teacher for all core subjects.
  - [K-5 schedules](#)
- SEL (Social Emotional Learning)
  - Will begin each day with a SEL lesson or Morning Meeting.
- Small Group Instruction
  - Small group instruction will be phased into the academic day. Individual teachers will communicate additional information.
- ELA/Math
  - Combination of synchronous and asynchronous instruction
- Science/Social Studies
  - Will remain asynchronous for students on their at-home learning days. Learning tasks will be shared via Schoology for students to complete at home.
  - In-person students will participate in Science/Social Studies tasks with the teacher and are not responsible for completing asynchronous work, unless they choose to.
- Recess
  - Recess blocks are embedded into student schedules. They should be treated as “no screen time”.
  - Brain breaks are not facilitated by instructional staff. This time is to be used for students to use the restroom, move about their house, have a snack/lunch, etc.
- Specials
  - Block schedules (6 weeks of one special, then rotate)
  - Specials will be held daily with only the first 15-25 minutes used as live teaching. The remainder of the special block of time can be used to complete follow up tasks, based on the live lesson, or as a break.
  - Specials will be recorded and posted in the teacher’s Schoology Course.

### Sixth-Twelfth Grade

- Follow grade level schedule for the 20-21 SY

- [Grade Level Schedules](#)
- 6th Grade only
  - Science and Social Studies will be a combination of synchronous and asynchronous learning tasks.
  - The first 15-20 minutes are used for teacher-led instruction, with the remaining portion of the class period used for students to work on tasks on their own.
- SEL (Social Emotional Learning)
  - Will take place 2x's/week in every class period.
  - 7th-12th Grade
    - All students are required to login to their academic session at the designated start time and period attendance will be taken.
    - Class periods will be a combination of live instruction and individual/collaborative learning tasks.

## Specials and Electives

- Specials and electives are a key component to a well-rounded education. These classes and courses are typically very hands-on and when teaching remotely, can pose many challenges. Our staff will adapt and modify their speciality classes to the best of their ability, but it is important to note that such classes cannot entirely be replicated as they would if we were in a school setting.
  - In a hybrid model, students will be encouraged to bring their own materials to specials/electives in order to minimize sharing. However, there will be times when materials and resources will be shared (PE equipment). If this is the case, those materials will be sanitized by the teacher in-between classes.
- Band, chorus, orchestra
  - Modified versions of instrumental lessons and chorus will be implemented based on student interest, grade level, and instructional model.
  - Music teachers will communicate directly with students/families regarding lessons throughout the school year.

## Student Services

### Special Education Services/Related Services

- All IEP and 504 meetings will be held via Zoom, and electronic signatures will be requested via Hellosign.



- Students who are eligible for special education will be assigned to a case manager. The case manager will be the same if/when students return to in-person instruction.
- Students will receive services as outlined and in accordance with their IEP/504.

## Tiered Support and Interventions

- Assessments were given to students during orientation and/or the first few weeks of school in grades K-8 to determine instructional starting points.
  - Classwide interventions will take place daily in Math and ELA to reinforce skills from the previous school year.
- Students requiring interventions and/or Title I students will continue with their interventions whether they are in a hybrid or remote model.
  - Interventionists will stream lessons, via Zoom. Calendar invites will be sent to students with the Zoom links with their scheduled intervention time.
- All necessary student materials will be uploaded to Schoology.
- Interventions are scheduled so that students do not miss core instruction during ELA/Math. Students will not be responsible for the work they miss, during their scheduled intervention time.

## English Language Learning (ELL Supports)

- Current students who are identified as eligible, will continue to receive ELL services. Mrs. McNicholl (ESL Teacher- [hmcnicholl@agcharter.org](mailto:hmcnicholl@agcharter.org) ) will coordinate with classroom teachers on their student's level of support.
- Students new to AGCS will be screened within the first 30 days of school or within 14 days, if enrolled after the first day of school, per AGCS' LIEP (Language Instruction Educational Program).
- AGCS will follow the guidance from the WIDA Consortium (World-class Instructional Design and Assessment) and PDE on the administration of the screeners and ACCESS testing, in a virtual learning environment.

## Social Emotional Supports

The top priority for our students at this time is remaining healthy, which includes social emotional health.



The wellness committee has developed a Social Emotional Plan in order to support students' social emotional wellbeing during the 20-21 school year.

### Highlights

- Any concern or a referral for a student should be submitted through the 2020-2021 request for a support link on the website homepage. The divisional school counselor is the primary point of contact and will investigate the concern and follow up with the family.
- Child Study Teams will meet weekly to review student engagement, attendance and grading data in order to determine if additional supports are needed for students.
- Once identified as needing additional intervention, students may be assigned a family coach, Social or Academic Group or 1:1 counseling/support.
- If there is an emergency, please contact Valley Creek Crisis Immediately (610) 280-3270

## Contact Information

### K-12 Administration

- Ms. Kristen Bishop, Head of School: [kbishop@agcharter.org](mailto:kbishop@agcharter.org)
- Ms. Donna Archer, Chief Financial Officer: [darcher@agcharter.org](mailto:darcher@agcharter.org)
- Ms. Tosha Bowers, Chief Personnel Officer: [tbowers@agcharter.org](mailto:tbowers@agcharter.org)
- Ms. Bryan Brutto, Chief Academic Officer: [bbrutto@agcharter.org](mailto:bbrutto@agcharter.org)
- Ms. Jennifer Weaver, Director of Teaching & Learning: [jweaver@agcharter.org](mailto:jweaver@agcharter.org)
- Ms. Ryan Taylor, Director of Student Services: [rtaylor@agcharter.org](mailto:rtaylor@agcharter.org)
- Ms. Gerri Moore, Director of Informational Technology: [gmoore@agcharter.org](mailto:gmoore@agcharter.org)
- Mr. Rob Moran, Director of Facilities: [rbmoran@agcharter.org](mailto:rbmoran@agcharter.org)

### Attendance, Enrollment and Transportation

- Ms. Nancy Michel, Attendance & Enrollment (K-6): [nmichel@agcharter.org](mailto:nmichel@agcharter.org)
- Ms. Kelly Fanelli, Attendance & Enrollment (7-12): [kfanelli@agcharter.org](mailto:kfanelli@agcharter.org)
- Ms. Helene Arriviello, Office & Transportation Assistant (ELC): [harriviello@agcharter.org](mailto:harriviello@agcharter.org)
- Ms. Lori Predmore, Office & Transportation Assistant (State Rd): [lpredmore@agcharter.org](mailto:lpredmore@agcharter.org)



## K-3 Division

- Ms. Margaret Johnson, Principal: [mjohnson@agcharter.org](mailto:mjohnson@agcharter.org)
- Ms. Kelly Hendrickson, Assistant Principal: [khendrickson@agcharter.org](mailto:khendrickson@agcharter.org)
- Ms. Deb Bale, Administrative Assistant: [dbale@agcharter.org](mailto:dbale@agcharter.org)
- Ms. Sam Miller-Hall, School Nurse: [smillerhall@agcharter.org](mailto:smillerhall@agcharter.org)
- Ms. Jen Azzara, School Counselor: [jazzara@agcharter.org](mailto:jazzara@agcharter.org)

## 4-6 Division

- Ms. Sharon Ray, Principal: [sray@agcharter.org](mailto:sray@agcharter.org)
- Ms. Heather Griffith, Administrative Assistant: [hgriffith@agcharter.org](mailto:hgriffith@agcharter.org)
- Ms. Holly Verderame, School Nurse: [hverderame@agcharter.org](mailto:hverderame@agcharter.org)
- Ms. Alyson Szabo, School Counselor: [aszabo@agcharter.org](mailto:aszabo@agcharter.org)

## 7-8 Division

- Ms. GeriAnn Lambert, Principal: [glambert@agcharter.org](mailto:glambert@agcharter.org)
- Ms. Heather Griffith, Administrative Assistant: [hgriffith@agcharter.org](mailto:hgriffith@agcharter.org)
- Ms. Holly Verderame, School Nurse: [hverderame@agcharter.org](mailto:hverderame@agcharter.org)
- Ms. Megan Alaxson, School Counselor: [malaxson@agcharter.org](mailto:malaxson@agcharter.org)

## 9-12 Division

- Mr. Blase Maitland, Principal: [bmaitland@agcharter.org](mailto:bmaitland@agcharter.org)
- Ms. Joyce Smith, Administrative Assistant: [jsmith@agcharter.org](mailto:jsmith@agcharter.org)
- Ms. Holly Verderame, School Nurse: [hverderame@agcharter.org](mailto:hverderame@agcharter.org)
- Ms. Adrienne Basilio, School Counselor: [abasilio@agcharter.org](mailto:abasilio@agcharter.org)
- Ms. Ezria Heaps, School Counselor: [ehoops@agcharter.org](mailto:ehoops@agcharter.org)