



**PRINCIPLE ACADEMY**  
C H A R T E R

## **Emergency Virtual/Remote Plan 2023-2024**

# Principle Academy Charter

*A Polymath Managed School*



In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education. This plan would be implemented during an LEA closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

Principle Academy Charter (PAC) is proudly a 2 to 1 device school. This means that PAC has given each of its students a Chromebook for use at home and provides a Chromebook for each student to use while in the school building. Additionally, PAC has more than 130 hotspots available for loan to students whose families do not have home internet service.

PAC delivers blended learning throughout the academic year. Part of our core philosophy is to provide students with a personalized, blended learning experience. Therefore, the transition to online learning will occur smoothly across all grade levels.

In the event of a public-health related district closure, PAC students will continue to receive personalized, synchronous learning remotely. All faculty members and students continue to regularly use hybrid instructional technologies such as Zoom, Google Classroom, and 50 approved online apps to increase student engagement during in person instruction. These same technologies will be used in the event of all remote instruction, with classes to be held live via Zoom video conferencing and following our virtual remote instruction bell schedule. This bell schedule was developed to allow for the continuation of ESL services, special education services, and I&RS services.

Students will log into their Zoom virtual classroom with their peers through their Google Classroom using a meeting link that is specific to their class for ease of use. Assignments and learning materials will be placed in each Google Classroom daily, as will recordings of live classes for students who have missed a class or need to re-watch the class to better understand content. Parents and teachers will continue to meet at Parent Teacher Connection Meetings and other school events through the Zoom platform.

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PAC will maximize every minute of a school day during a health-related closure. PAC will continue to follow a daily bell schedule whereby students will receive live instruction from 8:00 am until 2:30 pm. Because we understand that the efficient use of time is an extremely important driver of school success, we have created a school schedule that is very intentional and focuses heavily on ensuring that students are proficient in reading and math in the lower grades and that our upper grades meet their grade level proficiency. Short breaks for mindfulness, bathroom use and “brain breaks” are built into the schedule to create less disruption during the teaching block.

PAC will follow our curriculum pacing guides during remote instruction and utilize all digital teaching tools offered by curricular programs to ensure continuity of instructional delivery. As needed, platforms and apps will be approved and implemented in order to increase student engagement and ease of use, particularly for our youngest learners. Throughout remote instruction, teachers will maintain the use of online assessments to ensure that the curriculum is followed and academic goals are attained. Assessments are planned to happen three times throughout the year to monitor student progress and determine needed skill development; this assessment schedule will be maintained as planned, though the assessments may be completed via digital learning.

Teachers will maintain “Zoom etiquette” and behavioral expectations within the classroom space. These expectations will include logging in on time, having cameras turned on, muting and unmuting when appropriate and returning from breaks in a timely manner. Expectations will be communicated to students to ensure that there is a culture of respect and an appropriate learning environment for all students in the class. Reminders will be provided daily to students on classroom agenda pages to minimize classroom disruptions.

Teachers will plan together remotely via Zoom during PLC time and planning periods. In addition, Zoom grade level meetings will be held to ensure that appropriate standards are being met for each grade level and that daily content and activities meet required standards. During this time, teachers will also discuss the academic, behavioral and social needs of students, as well as strategies and activities to meet the needs of all students in the grade level. This planning time will provide the necessary opportunity to look closely at individual, class and grade level student testing data. Teachers will analyze data vertically by subgroups such as special education and ESL student achievement. From these meetings, teachers and administrators will work together to set SMART goals for individual students and examine instructional outcomes. Teachers will also record grades into PowerSchool and document any

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communications with parents, which is a PAC norm. PAC administration will track these items to ensure that they are completed with fidelity and timeliness.

During remote learning, opportunities will be provided regularly for training and professional development within grade levels to ensure academic technology tools are utilized to the greatest extent possible. This training will allow teachers to learn new platforms and strategies for material delivery.

Assignments will be communicated to students through Google Classroom. The following digital platforms will also be utilized:

- Think Central
- HMH textbooks online
- LinkIt!

Teachers will continue the use of apps and platforms for the “YOU DO,” or independent, part of the lesson. Through engagement tools such as NearPod, EdPuzzle, Brain Pop, Kahoot, Gimkit, Blooket and many others, teachers will observe and track student growth and participation. Many of the apps and platforms that PAC utilizes will provide reports and generate growth charts to make digital learning easier and more fun for the students. In addition, it will make tracking student progress and data analysis easier for teachers. Additionally, GoGuardian will continue to be used to help teachers maintain student engagement and facilitate assistance to students from anywhere, which ultimately will lead to more time on task.

Communication with individual students and groups of students will also be accomplished by utilizing Zoom hand raising icons as a signal to speak, along with the thumbs up or down for yes or no answers. When teachers require students to respond in class, students will also be given opportunities to utilize the chat feature to communicate.

Consumable workbooks and student kits (such as Foundations kits) are utilized in classrooms and will be distributed for student use at home in the event of a shutdown.

As part of PAC’s Title I initiative, Accelerated Learning teachers both push in to classrooms and pull students out to facilitate small group instruction and meet students at their current level of performance. Additionally, teachers work with students after school to focus on fundamentals such as writing, phonics, phonemic awareness, and fact fluency. In the event of a health-related closure, these services will continue to be offered virtually.

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PAC administration and its management company will ensure that all homeless students are accounted for and provided with necessary Chromebooks, hotspots, workbooks, and, if applicable, supplemental materials.

To better serve all of our families, Principle Academy Charter has trained paraprofessionals and office staff to function in ancillary roles as Family Support Specialists (FSS). Each FSS staff member is assigned two homerooms so families know the person who will be reaching out to them as needed. These individually assigned FSS team members will continue to communicate with their teachers and parents on a daily basis to ensure that family and student needs are being met in the event of a health-related closure. Issues that will be addressed are student absences, technology difficulties, internet resource issues, food insecurity and many others. PAC attendance policies will remain in place. Teachers will record attendance in PowerSchool each morning by 8:30am. FSS team members will monitor attendance closely and reconcile daily attendance which is recorded by teachers in Power School. Additionally, Spanish-speaking FSS team members will be provided to assist Spanish-speaking families. This will allow all our families the same opportunities for learning and parent communication. Some FSS members will make home visits, as needed, wearing proper protection and maintaining social distancing per any regulations provided, to drop off materials, hot spots, food, etc.

FSS team members maintain contact with the families through phone, email, text messaging and Class Dojo messaging throughout the school year and will continue to do so in the event remote learning becomes necessary. Staff provide support to each family by checking in regarding safety, medical/nutritional needs, student attendance for Zoom lessons, Chromebook and network connectivity, changes in contact information, including address/phone number/email address. FSS staff members meet daily via Zoom during in-person learning and will continue to meet daily in an all-remote setting. PAC's FSS Team will continue to conduct daily calls and communication with parents in order to verify attendance and check for family wellness. PAC's FSS Team will also facilitate the transaction of IT repairs with parents and the school's IT Lead. The FSS Team includes several bilingual staff members. AMN Language Services provides translation services to ensure clear communication with non-English and non-Spanish speaking families.

Our two ESL teachers will conduct push-in and pull-out instruction thanks to the establishment of this recurring bell schedule that includes live instruction during 6 instructional periods.

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Additionally, ESL and special education students will be provided with supplemental packets that are personalized according to ELPs and IEPs.

Special needs students will receive access to all the support systems, materials and platforms offered to all PAC students. Additionally, special needs students will receive the following: customized packets, continuation of self-contained programs, continuation of pullout resources services and continuation of inclusion services, as required by each student's IEP. Through Frontline, student IEP information will remain accessible to instructional staff. There are two dedicated administrators who oversee the special education department: PAC's Associate Director and the management company's Chief Academic Officer, a retired Superintendent whose expertise is special education. During the shutdown, PAC will hold daily faculty meetings and daily School Leadership Team (SLT) meetings to discuss equity and access issues for all of our subgroups.

PAC follows DOH guidelines and contact tracing protocols and communicates with the DOH, as required. PAC has hired an additional staff member as clerical support to act as a contact tracer to assist the school nurse and the CSA with contact tracing and record-keeping.

PAC has enhanced cleaning protocols including Bio Blasting, an upgraded HVAC system that includes microbe killing technology and a portable air purifier in each instructional space. PAC has full time custodians who will maintain the facility while school is in session and the focus on cleanliness and maintenance of the facility will continue in the event of a health-related closure.

PAC has included two SEL time slots in the master schedule and PAC's social worker and climate and culture specialist conduct push-in lessons to homerooms during SEL time on a rotating basis. This practice, along with PAC's other Climate and Culture Programs would continue virtually in the event of a remote learning scenario. PBIS awards and raffles will continue for students who demonstrate SOAR core values, regular class attendances, and regular participation via online instruction. Homeroom announcements occur daily in a video format and will continue in remote learning. Both students and staff will receive advice for coping with stress and many other COVID related SEL topics. A daily newsletter will be posted on Class Dojo and emailed to our families. This will provide general information as well as advice on SEL topics and health information from our school nurse. Our school social worker will be made available daily with evening hours to support both parents and students with unusually high stress levels and coping with pandemic-induced traumas.

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PAC offers a wide range of extracurricular activities to its students and will continue to do so in the event of a health-related closure. Some of the sports/clubs that were offered virtually during the Covid 19 pandemic and which will be offered virtually in the event of a health-related closure include drama club, karate, yoga and boxing.

PAC brings its students and families together to celebrate Hispanic Heritage month, Black History month, Asian American and Pacific Islander Heritage Month, Women's History month and other events throughout the school year. Although a health-related closer may limit or prevent indoor celebrations, PAC will continue to offer outdoor community events, such as drive-in movie nights with snacks and drinks provided to children. Regularly-scheduled student awards events, including "Present for the Presents", "Feather Raffles" and the "Great Reading Race Raffle" will also be held virtually for students and families.

Communication with stakeholders is vital. Each PAC staff member is assigned a telephone extension that can be used to make and receive calls within the school building or remotely from a computer or smartphone through the Elevate app. In addition, PAC utilizes PowerSchool as its Student Information System and School Messenger as a plugin which allows administration and management to call, text, and email parents. This method will be used to share information regarding PAC's Virtual Instruction Plan. The plan will also be posted on the PAC website and information will be shared with families through announcements posted on Class Dojo.

PAC utilizes the Google Education suite of products, including Google Console to manage student Chromebooks. To assist all of its stakeholders in communications, PAC has created:

- An alias email for IT repairs.
- An alias email for attendance issues.
- An alias email for wellness issues and food security.
- An alias email for COVID testing/school nurse/contact tracer.

Parents also have visibility into student records and data through the PoweSchool Parent Portal as well as the ability to communicate directly with teachers and FSS Team members via Class Dojo.

A meeting calendar is maintained by the special education department and will continue to be followed and updated. Written parent notification via mail and parental phone calls will continue, as is customary between the Case Manager and the families. The Case Manager will

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also communicate with families regularly to ensure that all services are being implemented in accordance with IEPs to the greatest extent possible. Initial evaluation and reevaluation meetings have been scheduled for '23-'24 and PAC has made provisions to conduct all CST meetings via Zoom and/or phone conference. PAC employs a CST secretary, and LDTC, a contracted school psychologist, speech therapist, OT/PT, and a Social Worker. Documents are maintained in Frontline IEP and can be signed as needed, primarily through scanning and emailing. The Chief Academic Officer from the management company also assists with the oversight of this process.

All Class Dojo and School Messenger administrative communications are transmitted in both English & Spanish. PAC also utilizes AMN Language Services for language translation, as needed. Class Dojo also features a digital translator for teacher-based posts and more than 713 family members are currently connected to PAC via Class Dojo. Emergency personnel located at PAC's district facility will consist at least one bilingual individual on a daily basis in the event of a health-related closure.

The school's Director/CSA and Social Worker will be regular contact with the parents/guardians of any medically fragile students and student services will continue without interruption.

Compensatory services for OT/PT and speech will be implemented via Zoom. Frequency and duration of services will be kept consistent with the regular school day during all remote instruction. PAC has no out of district placements.

PAC families' food securities will be addresses with agreements made between PAC leadership (PAC Director/CSA, Polymath, and the PAC Board of Trustees) and CSAs from the following districts: Atlantic City Schools, Pleasantville Schools, Egg Harbor Township Schools, Somers Point Schools, Galloway Schools, and Absecon Schools. PAC families will receive communication in English and Spanish regarding their home district's plans for food distribution. The districts will require a student list, which will be emailed to the CSAs, BAs, and/or Food Services Director of each district. The Atlantic City Schools will require student ID cards in order for our families to have access to food. To provide Atlantic City Families access to food in the event of a health-related closure, PAC will provide Atlantic City students with lunch IDs and PAC maintain a duplicate set of student IDs that are available for families to pick up during a shutdown.

Additionally, PAC will keep an emergency supply of shelf stable food at our facility for distribution in the event that a family is not synced to its sending district's distribution. Family

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Support Specialists (FSS) will verify the syncing of PAC families with sending districts' food distribution programs via a Wellness Check Protocol. Wellness checks will occur bimonthly and a Wellness Check Log was be updated by FSS Team members via Google docs that are reviewed by the CSA. The CSA will meet daily with the FSS Team via Zoom. Families will be made aware that our district facility will remain open with a small number of personnel. FSS will deliver food to families with extenuating circumstances. We will handle Chrome book / hotspot issues on a daily basis from our facility, in addition to food security requests.

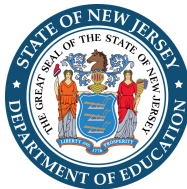
PAC has regular communication with the transportation heads of our three, main feeder districts of Atlantic City, Pleasantville, and Egg Harbor Township. PAC's Registrar maintains those relationships current and makes the Director/CSA aware of any changes in their calendars.

PAC maintains a list of essential employees and will forward the list to the New Jersey Department of Education should this Emergency Virtual / Remote Instruction Plan be implemented.

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## Local Education Agency Guidance for Virtual or Remote Instruction Plan for the 2023-2024 School Year

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A. 18A:7F-9(c)* and *N.J.A.C. 6A:32-13.1* and *13.2*, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

### LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

#### Contact Information

County:

Name of District, Charter School, APSSD or Renaissance School Project:

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Phone Number of Contact:

#### Equitable Access and Opportunity to Instruction

| Question   | LEA Yes or No |
|--|---------------|
| 1. Is the LEA ensuring equitable access and opportunity to instruction for all students? |               |



| Question   | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| 2. Does the program ensure that all students' varied and age-appropriate needs are addressed?  |             |               |                  |
| 3. Is the program designed to maximize student growth and learning to the greatest extent possible?<br>Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning. |             |               |                  |
| 4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?   |             |               |                  |
| 5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?                            |             |               |                  |

#### Notes on Equitable Access to Instruction



### Addressing Special Education Needs

| Question   | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| 1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms? |             |               |                  |
| 2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?   |             |               |                  |
| 3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?  |             |               |                  |
| 4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?   |             |               |                  |

### Notes on Special Education Needs



### Addressing English language learners (ELL) Plan Needs

| Question   | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| 1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?  |             |               |                  |
| 2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?  |             |               |                  |
| 3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?   |             |               |                  |
| 4. Does the program include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)? |             |               |                  |

### Notes on Supporting ELL Educational Needs



### Attendance Plan

| Question   | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| 1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance? |             |               |                  |
| 2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?   |             |               |                  |

### Notes on Attendance Plan

### Safe Delivery of Meals Plan

| Question  | Page Number | LEA Yes or No | County Yes or No |
|---|-------------|---------------|------------------|
| 1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students? |             |               |                  |

### Notes on Safe Delivery of Meals



### Facilities Plan

| Question   | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| 1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure? |             |               |                  |

### Notes on the Facilities Plan Other

### Other Considerations

| Does the program contain the following considerations?         | Page Number | LEA Yes or No | County Yes or No |
|--|-------------|---------------|------------------|
| a. Accelerated learning opportunities                          |             |               |                  |
| b. Social and emotional health of staff and students           |             |               |                  |
| c. Title I Extended Learning Programs                          |             |               |                  |
| d. 21 <sup>st</sup> Century Community Learning Center Programs |             |               |                  |
| e. Credit recovery   |             |               |                  |
| f. Other extended student learning opportunities               |             |               |                  |
| g. Transportation  |             |               |                  |
| h. Extra-curricular programs                                   |             |               |                  |
| i. Childcare   |             |               |                  |
| j. Community programming                                       |             |               |                  |

### Notes on Other Considerations





### APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts?    Yes        No

### Notes on APSSD Sharing Plans

### Essential Employees

| Question  | Page Number | LEA Yes or No | County Yes or No |
|---|-------------|---------------|------------------|
| 1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction. |             |               |                  |

### Notes on Essential Employees

### Board Approval

Date of board approval (mm/dd/yyyy):

### Notes on Board Approval

### Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website?    Yes        No

2. Link to website: