

October 1, 2021

Student Services Newsletter

Welcome to the Monthly Susquehanna Township School District Student Services Newsletter! The purpose of this letter is to support our families by providing them information about training opportunities for parents as well as exciting new information about our classrooms.

Online Learning Tips for Success

1. Create a schedule and manage your time wisely
2. Stay organized and be thorough
3. Remain engaged throughout the whole course/period
4. Take care of yourself
5. Know where to go for help

Attendance Procedures

Send in a written excuse briefly explaining the reason for the absence. This can be a written note from the parent/guardian or the doctor's office. You can also email your child's building attendance secretary.

A written excuse must be received within 3 days of the absence or it will be considered an unlawful absence.

A maximum of 10 days of cumulative lawful absences (with excuse notes), may be permitted during a school year. All absences beyond 10 cumulative days shall require an excuse from a physician. Any absences beyond 10 cumulative days that are not accompanied by an excuse from a physician will count as an unlawful absence.

3 or more consecutive days of absence will require an excuse from a physician unless directly related to a documented medical issue.

SLAC: asanks@hannasd.org
TH: thattendance@hannasd.org
MS: msattendance@hannasd.org
HS: kwissler@hannasd.org

Contact information:

Carrie Martin- Director of Special Education and Student Services

Bethany Peters- Assistant Director of Special Education and Student Services

Randi Olley- Student Services Coordinator

Virtual Support Hours

Virtual Support is online support provided by content specific teachers. There are elementary staff and secondary staff, as well as Special Education staff, available for evening and weekend hours to support your learners through this school year. Click the link below to gain the hours and contact information for the staff member that works for your time and needs.

[Virtual Support hours as of 10/1/2021](#)

Customized Learning

The district has adopted a customized model of instruction that targets specific learner needs based upon diagnostic and benchmark assessments. Advanced learners will move through the curriculum at an accelerated rate, freeing them to pursue advance courses or dual enrollment prior to graduation. Learners requiring further support will receive additional instruction, specific to gaps identified in their learning. These learners will also have opportunities to pursue advanced courses and dual enrollment, based upon demonstrated levels of readiness.

The Susquehanna Township School District is one of a few districts utilizing a customized model for learning, as it requires a shift in the structure of a traditional, industrialized model of instruction, a model that has been in place for over 126 years. Customized instruction is aligned with PA Core Standards and eligible content. Customized learning is learner-centered and requires that every learner is not only exposed to rigorous concepts but also demonstrates an expected level of proficiency before moving on. Customized learning requires that all instructional staff, regardless of content specialty, collaborate regularly to develop instruction for individual learners and monitor the acquisition, application, and synthesis of key instruction.

Contrary to the structure of a traditional model of instruction, research suggests that learners do not engage by being controlled or overly regulated (Pink, 2009). Authentic engagement requires autonomy, purpose, and mastery. Customized learning requires that learners play an active role in their achievement, serving as agents of their own growth. When learners have agency, they understand themselves as learners, they feel like they have power to make things happen, they can plan and monitor their progress, and they learn to think independently (Technology and Innovation in Education, 2015). Learner agency is foundational to a successful customized model. High-yield instructional practices are also central to a strong academic program (Hattie & Zierer, 2018). Both will be a strategic focus over the next three (3) years.