

Approved Flexible Instructional Day (FID) Application

Approved July 6, 2023



Effective for School Years

2023-2024

2024-2025

2025-2026

Profile

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Narratives

1. Describe the procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted.

Please make sure that you address the following components in your response

- How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program (also include details on the approval process for the application within your entity)?
- Immediately prior to or on the FID, how will you notify your stakeholders that the district has decided to implement a FID? (please identify all methods of communication including the instance where the Internet is not accessible or a power outage occurs)
- Ensure you differentiate between parents / guardians and students vs informing staff.
- Ensure the procedure for notifying all stakeholders prior to a flexible instructional day being instituted, is detailed and clear.

The administration advertised its intent to apply for a FID on its webpage under the Board Meeting notification. The Plan was presented to the school board and an advanced copy to was made available to the public. Notification: In cases of impending severe weather, parents will be notified the day/evening prior of the potential use of an FID, via robocalls, text messages, and targeted emails via the district's student information system, Infinite Campus (Campus). Additional messages will be deployed via the district's social media (i.e., Facebook, Instagram, Twitter), staff email messages, building level social media pages, and pop-up alerts on the district's webpage. These modes of communication will be used both when school is in session the previous day and in instances when school is not in session (e.g., weekends, continuation of an existing school closures, etc.). The same modes of communication will be used when the district decides to implement an FID. Internal notification will be deployed in accordance with what is outlined in the district's Communication Plan (e.g., phone tree, social media, new media, etc.). Staff and guardians receive the same communication informing them of the use of a FID.

2.

Describe the procedure for instituting a flexible instructional day.

Please make sure that you address the following components in your response:

- Include (if applicable) the use of technology and equitable accommodations for students and professional staff lacking sufficient home access to devices and/or the Internet.
- How will the FID day be structured? Explain your daily schedule.
- Which modes of instruction will you implement during the FID?
- Include requirements pertaining to the delivery of services and specially designed instruction, which includes accommodations and modifications for students with special needs or disabilities.

Technology and Accommodations: Approximately 98% of district families have indicated they have reliable access to internet services at home. The district has connected families with limited internet access with low-cost internet providers. For families in extenuating circumstances, the district has purchased hot spots. Families must notify the

district by contacting the Support Desk. The district provides all teachers and learners with a laptop or iPad. Teachers are reimbursed up to \$100 for purchasing an additional monitor to work from home. Teachers who do not have internet access can request the use of a district-issued hotspot. Suppose they can still not provide instruction using a laptop, desktop computer, or cell phone (all instructional apps can be accessed using a cell phone). In that case, teachers will provide instructional support to students and families via Microsoft Teams Phone, which functions as a traditional phone consultation and doesn't require internet access. Teachers will also use the 3CX app, which allows staff to use personal phones without revealing their numbers. If teachers cannot access learners through the above channels, students and families should proceed with the assigned tasks and contact the school's main number, (717) 657-5100, to receive assistance from a partnering teacher. When the district anticipates an FID, teachers will guide learners to download necessary materials and resources to their desktop folders from CANVAS, Microsoft Classroom, or DoJo using their district-issued devices (iPad or laptop). Teachers will distribute choice boards (hard copies) to complement online instruction. Choice boards will be organized by grade band and include standards-aligned learning activities with scaffolds to enable learners to complete the work independently if necessary. Choice boards require no internet access.

Students w/ No Internet Access: Students without Internet will access schedules, materials, and resources within the FID folder on their devices' desktops. Choice boards will be available for learners who cannot access their desktop folders because of a power outage or limited access to charging cables, etc. Teachers will also use the 3CX app, which allows staff to use personal phones without revealing their numbers. If teachers cannot access learners through the above channels, students and families should proceed with the assigned tasks and contact the school's main number, (717) 657-5100, to receive assistance from a partnering teacher.

Daily Structure: Teachers will deliver synchronous and asynchronous lessons to students, K-12, following a modified 2-hour delay schedule. Students will access lessons utilizing district-issued devices, iPads in grades K-4, and laptops in grades 5-12. Students will log in for attendance at the start of the day (K-5) and at the beginning of each period (6-12). Grades K-5: ELA and math-focused lessons will be provided via synchronous and asynchronous instruction. Teachers will share the daily schedule and expectations for participation with learners at the start of the day during morning meeting/check-in and deliver in hard copy the day prior if the school is aware of an impending FID. Schedules will also be posted in Canvas, Class Dojo, and Seesaw. The instructional day will end at 3:00 P.M. Grades 6-12: Core content area (ELA, math, science, social studies) lessons will be provided via synchronous and asynchronous instruction. Teachers will share the daily schedule and expectations for participation with learners at the start of each period. Schedules will also be posted in Canvas and Microsoft Classroom and delivered in hard copy the day prior if the school is aware of an impending FID. The instructional day will end at 2:00 P.M. During designated instructional hours, teachers and support staff will be available via email and Microsoft Teams or Phones and via the district's main number, (717) 657-5100. Teachers will be available to provide clarification, assistance, and support with assignments. Teacher email addresses are available on the STSD website and CANVAS. The district will offer tech support via our Support Desk. Families and students can submit a support ticket throughout the day via the district website (<https://www.hannasd.org/district-departments/technology>). Choice boards are only an option if students experience technological challenges and notify the school. In the absence of tech challenges, learners are expected to log in for synchronous and asynchronous instruction to receive credit for attendance and participation. Students/guardians should notify the district using the main number, (717) 657-5100, if they have issues accessing materials or need to open a ticket with the Support Desk (tech department). Learners with Special Needs: Lessons will be tailored for students with special needs based on their IEPs. Special education and related services will be scheduled during the instructional day utilizing Microsoft Teams. IEP meetings will address FID implications and determine additional support based on the student's needs and the team's recommendation for specially designed instruction (SDI). Assignments will be modified, and related services will be delivered using virtual modes of delivery, as dictated by the IEP. Students unable to receive appropriate education during an FID because of technological challenges or the IEP team's recommendation for SDI through virtual delivery will receive compensatory education and Extended School Year services if deemed necessary by the IEP Team.

3. Provide a contingency plan - an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.

Please make sure that you address the following components in your response:

- Include an alternative method of delivering instruction, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.
- How will you ensure access to the materials and resources required for instruction and completing assignments during the FID?
- How will professional staff provide assistance to the students that are working at home with hard copies or don't have access to technology resources?
- How will you ensure that the materials and resources are relevant when the FID is initiated?
- Your contingency plan must ensure compliance with compulsory attendance laws and addresses extenuating circumstances and what workarounds would be available for students to meet the FID requirements.
- How will instructors track attendance for those using your primary as well as your contingency plan for all students including those that need modifications or accommodations?

Alternative Methods for Delivering Instruction: When the district anticipates an FID, teachers will guide learners to download necessary materials and resources to their desktop folders from CANVAS, Microsoft Classroom, or DoJo using their district-issued devices (iPad or laptop). Teachers will distribute choice boards (hard copies) to complement online instruction. Choice boards will be organized by grade band and include standards-aligned assignments based on the district's adopted curriculum, as well as scaffolds to enable learners to complete the work independently if necessary. Choice boards require no internet access. During designated instructional hours, teachers and support staff will be available via email and Microsoft Teams or Phones (for students without internet) and via the district's main number, (717) 657-5100. Teachers will be available to provide clarification, assistance, and support with assignments. Teachers will also use the 3CX app, which allows staff to use personal phones without revealing their numbers. If teachers cannot access learners through the above channels, students and families should proceed with the assigned tasks and contact the school's main number, (717) 657-5100, to receive assistance from a partnering teacher. **Students w/ No Internet Access:** Students without Internet will access schedules, materials, and resources within the FID folder located on the desktop of their devices (downloaded the day prior). Assignments and projects must be completed during the FID and saved to the desktop folder for submission immediately upon return to school. Choice boards will be available for learners who cannot access their desktop folders because of power outages or limited access to charging cables, etc. Choice boards must be submitted immediately upon return to school. Students who were absent the day FID resources and materials were downloaded to the desktop folder or when choice boards (hard copies) were distributed will be given additional time to make up assignments for a grade but will not be given credit for attendance on the FID. Students who leave their devices at school will complete Choice boards and must submit assignments immediately upon returning to school. Choice boards are only an option if students experience technological challenges and notify the school. In the absence of tech challenges, learners are expected to log in for synchronous and asynchronous instruction and complete assigned tasks to receive credit for participation and attendance. Students/guardians should notify the district using the main number, (717) 657-5100, if they have issues accessing materials or need to open a ticket with the Support Desk (tech department). **Relevance:** All assignments, including choice boards, will be aligned with relevant big ideas, concepts, and targets within the district's standards-based adopted curriculum. Department leads will review choice boards monthly to ensure relevance according to district curriculum maps for each marking period. **Attendance:** Teachers will record attendance at the start of the day (K-5) and the beginning of each period (6-12) in Infinite Campus. Students or guardians should notify the school using the main number, (717) 657-5100, if they cannot log in for synchronous instruction due to technical challenges. If students cannot log in for regular attendance but can 1) access assignments, materials, and resources offline and 2) submit the required assignments immediately upon returning to school, they will receive credit for attendance during the FID. Teachers will contact these learners via phone to provide

instructional support. Students who were absent when FID resources and materials were downloaded to the desktop folder, and choice boards (hard copies) were distributed will be given additional time to make up assignments for a grade but will not be given credit for attendance on the FID. Students who leave their devices at school will complete Choice boards and must submit assignments immediately upon returning to school to receive credit for attendance during the FID. Teachers will notify these students by phone to provide instructional support. Students who fail to complete and submit required assignments immediately upon returning to school, do not log in, and fail to notify the school of challenges, will be considered absent (unexcused) for the FID and will not receive credit for participation. These students' grades will reflect a failure to submit required assignments following the district's Grading Policy. FID will only be implemented if the district can ensure access to necessary resources in hard copy or digital format.

4. Describe the responsibilities of professional staff during a flexible instructional day.

Please make sure that you address the following components in your response:

Make sure to include all staff members responsibility and availability.

Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

Classroom/Related Arts Teachers (K-5): teachers are expected to provide synchronous and/or asynchronous learning activities, host regularly scheduled office hours to assist students and families, take attendance, provide feedback on student work, and engage in regular collaboration with peers. Classroom/Related Arts Teachers (6-12): teachers assigned to the middle and high schools are expected to plan synchronous and/or asynchronous instruction, host regularly scheduled office hours to assist students and families, take attendance, provide feedback on student work, assign grades for student work, and engage in regular collaboration with peers. School Counselor (Elementary): • Support staff, students and parents with resources, phone calls, emails, virtual meetings • Keep office hours daily (2 hours) and by appointment • Provide live and pre-recorded guidance lessons to student groups or classes • Establish a regular staff support check-in time • Attend meetings via Microsoft Teams (IEPs, GIEPs, faculty, Department leader, Counseling Dept., etc.) • Establish a list of high-risk students and check-in weekly via e-mail, Microsoft Teams, or phone calls • Regularly update information on the Counseling Center web page • Keep 504 Plans current, meet with parents virtually and keep the most updated plans in Infinite Campus School Counselor (Secondary): • Support staff, students and parents with resources, phone calls, emails, and virtual meetings • Keep office hours daily (2 hours) and by appointment; office hours will be communicated to families and featured on teacher webpages • Establish a regular staff support check-in time (meetings, etc.) • Process applications from students for scholarships • Compile letters of recommendations, transcripts, and application parts from students in one file and e-mail to scholarship organizations • Write letters of recommendations for scholarship applications • Send transcripts to colleges for students still applying to schools • Review every student's course selection form on paper and course requests in the student information system • Attend meetings via Microsoft Teams (IEPs, GIEPs, faculty, Department leader, Counseling Dept., etc.) • Establish a list of high-risk students and check-in as needed via e-mail, Microsoft Teams, or phone calls • Regularly update information on the Counseling Center web page • Keep 504 Plans current, meet with parents virtually and keep the most updated plan in Infinite Campus • Send and submit transcripts through Parchment • Update students on SAT and ACT information School Nurse: • Monitor and respond to emails and voicemails • Answer any health questions a parent/guardian might have about their student (via email or phone) • Collaborate with any teacher that would like to plan a distance learning lesson regarding health/wellness/nutrition for their students • Continue to process immunizations, physicals, and dentals of incoming K students for school year via uploaded paperwork • Organize medication pickup for families of students that

have medications currently stored in nurse's offices • Participate in professional development via online trainings, webinars, and virtual meetings • Update licensure, if needed • Update mandated reporter training, if needed • CPR recertification, if needed • Assist school staff with nutrition/food delivery to families in need • Update school policies, procedures, and manuals regarding emergency preparedness, communicable disease outbreak, when students should stay home, etc. • Answer any health-related questions staff might have

School Psychologists: • Continue education to keep certificate active • Finish writing reports and follow-up on emails to staff and parents (IEPs, Re-evals, IEP meetings, etc.) • Research and stay current on latest theories and practices as it relates to the field, (i.e., podcasts, webinars, virtual staff development) • Provide any consultation and assist with District staff as needed • Recommend instructional/behavioral strategies for a specific student(s) within an online capacity • Review and analyze district data as it pertains to his/her area of expertise • Review current evaluation status for students who have not had face to face evaluations • Complete initial evaluations with the most current information that is available • Discuss and plan a process to evaluate early intervention students entering kindergarten in the upcoming school year • Meet with the appropriate staff to develop a plan for the admission of early intervention students • Completing all evaluations for active, signed permissions to include a record review, developmental history, teacher input, and social, emotional, and behavioral rating scales • Complete virtual reviews for reevaluation reports whether that be with active permissions or via existing records • Participate in IEP meetings and other parent meetings as requested/needed • Consult with regular education and special education teachers as needed • Contact parents to discuss initial evaluation results

Social Worker: • Work with Homeless Coordinator to connect with transition families via phone, emails, and Microsoft Teams • Volunteer and provide support for food distribution • Provide virtual Social Work assistance to teachers and students • Keep a log of contact with families/ teachers • Connect with CSG and Communities in Schools to keep updated on outside resources • Remain current on best practices in providing teletherapy to students/families • Attend webinars related to providing social work services to students during the pandemic • Attend virtual meetings with CAIU social work group • Share resources with district staff when appropriate • Provide resources such as local contacts for crisis situations to support district employees

Attendance Officer: • Contact the families of students marked absent for 3 or more full days • Maintain knowledge of state, local, and school system guidelines on attendance • Gather and assess attendance data via work completion for the district • Monitor occurrences of student non-engagement/non-participation in virtual learning • Look for patterns that indicate a student may be at risk • Determine the underlying cause for student non-engagement/non-participation • Meet with parents and students to discuss attendance issues via a virtual meeting or telephone conference • Maintain documentation in Campus of all family contacts, investigation findings, and resolutions • Provide documentation of student non-engagement/non-participation / resolution to the Supervisor of Special Education and Pupil Services • Meet virtually on a regular basis with the Supervisor of Special Ed

5. Describe the responsibilities of students during a flexible instructional day.

Please make sure that you address the following components in your response for both your primary as well as your contingency plans:

- How will students participate?
- How will students complete assignments or working on ongoing projects?
- How will students prove attendance?
- To whom and how will students report if they have an issue?
- To whom and how will students report if they do not have access to the materials?

Participation: Students will participate in teacher-delivered synchronous and asynchronous lessons to students K-12 following a modified 2-hour delay schedule. Students will access lessons utilizing district-issued devices, iPads in grades

K-4, and laptops in grades 5-12. Students will log in for attendance at the start of the day (K-5) and at the beginning of each period (6-12). Students will submit assignments via Canvas, ClassDoJo, Seesaw, or Microsoft Classrooms. Students completing assignments offline (FID desktop folder or choice boards) will complete and save assignments and projects to their desktops during the FID and submit immediately upon return to school. Who to Notify with Issues? Students/guardians should notify their teachers through Canvas, ClassDojo, Seesaw, or Microsoft Classrooms if they have internet access. Students/guardians who do not have internet access should use the main district number, (717) 657-5100, if they need help accessing or submitting materials. They may also open a ticket with the Support Desk (tech department). In the absence of tech challenges, learners are expected to log in for synchronous and asynchronous instruction and complete assigned tasks to receive credit for participation and attendance. Students without Internet access: Students without Internet access will participate by accessing their assignments and lessons through the FID desktop folder, which does not require Internet access. Assignments and projects can be completed and saved to the desktop folder during the FID and submitted immediately upon return to school. Teachers will offer support through Teams calls, which function as a traditional phone consultation and doesn't require internet access. Teachers also have access to the 3CX app, which allows them to forward office calls to their home phones without disclosing their private numbers. Students who leave their devices at school and, therefore, cannot access the materials via the FID desktop folder can complete choice boards (hard copies) for each content area, as assigned by teachers before the FID. Choice boards are only an option if students experience technological challenges and notify the school. In the absence of tech challenges, learners are expected to log in for synchronous and asynchronous instruction to receive credit for participation. Students/guardians should notify the district using the main number, (717) 657-5100 if they have an issue accessing materials or need to open a ticket with the Support Desk (tech department). Attendance: Teachers will record attendance at the start of the day (K-5) and the beginning of each period (6-12) in Infinite Campus. Students or guardians should notify the school using the main number, (717) 657-5100 if they cannot log in for synchronous instruction due to technical challenges. If students cannot log in for regular attendance but can 1) access assignments, materials, and resources offline and 2) submit the required assignments immediately upon returning to school, they will receive credit for attendance during the FID. Teachers will contact these learners via phone to provide instructional support. Students who were absent when FID resources and materials were downloaded to the desktop folder, and choice boards (hard copies) were distributed will be given additional time to make up assignments for a grade but will not be given credit for attendance on the FID. Students who leave their devices at school will complete Choice boards during the FID and must submit immediately upon returning to school to receive credit for attendance during the FID. Students who fail to complete and submit required assignments immediately upon returning to school, do not log in, and fail to notify the school of challenges, will be considered absent (unexcused) for the FID and will not receive credit for participation. Student grades will reflect a failure to submit required assignments per the district's Grading Policy.

6. Describe the procedure for tracking student participation (i.e., attendance) during a flexible instructional day.

Please make sure that you address the following components in your response:

- How do students sign in / how are they accounted for?
- How do teachers keep track of attendance? How do teachers keep track of participation? Be sure to differentiate between attendance/participation and receiving credit according to grading policy.
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.

Student Accounting: Teachers will record attendance at the start of the day (K-5) and the beginning of each period (6-12) in Infinite Campus. Students or guardians should notify the school using the main number, (717) 657-5100, if they cannot log in for synchronous instruction due to technical challenges. If students cannot log in for regular attendance but can 1) access assignments, materials, and resources offline and 2) submit the required assignments immediately upon returning to school, they will receive credit for attendance during the FID. Teachers will contact these learners via phone to provide instructional support. Students who were absent when FID resources and materials were downloaded to the desktop folder, and choice boards (hard copies) were distributed will be given additional time to make up assignments for a grade but will not be given credit for attendance on the FID. Students who leave their devices at school will complete Choice boards and must submit assignments immediately upon returning to school to receive credit for attendance during the FID. Students who fail to complete and submit required assignments immediately upon returning to school, do not log in, and fail to notify the school of challenges, will be considered absent (unexcused) for the FID and will not receive credit for participation. Student grades will reflect a failure to submit required assignments per the district's Grading Policy. Students who were absent when FID resources and materials were downloaded to the desktop folder or when choice boards (hard copies) were distributed will be given additional time to make up assignments for a grade but will not be given credit for attendance on the FID. If seeking this exception, students or guardians must notify the school using the district's main number at (717) 657-5100. Attendance secretaries will monitor student attendance and notify the Attendance Officer. Students marked absent for three (3) full days will be referred to the Attendance Officer.

English Language Arts (ELA) courses grades K-8

Does your LEA offer English Language Arts courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.1.G	Use illustrations and details in a story to describe characters, setting, or events

Lesson Title
Reading through Pictures
Lesson Goals (planned instructional outcomes)
Essential Question: How can we use the pictures and/or words in a story to help us understand what we are reading?
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<p>Activating Strategy: Introduce the students to the 3 ways of reading a text: reading the pictures, reading the words, and retelling the story. Explain to the students that there often clues in the pictures of the story to help describe what is happening in the story. Have the students brainstorm what a story would be like without any words. Emphasize the importance of understanding the words of the story to comprehend the main ideas of the story. Create an anchor chart (the number 3) and write the 3 ways to read a book on the inside of the number. Mini Lesson: (Shared Reading/Read Aloud) First read "The Snowy Day" by Ezra Jack Keats with the students by only looking at the pictures. Have an open discussion with the class about items they see in the pictures to describe character, setting, main idea etc. Students may use the chat feature or raise their hands electronically to participate. Write down some of the students' ideas and refer back after the teacher reads the story again to the students with the words of the book.</p> <p>Independent Practice: (Reading Initiative) Graphic Organizer Students will select one of five teacher-selected e-books to read independently on their device. Students will demonstrate understanding by retelling the story, using evidence of character descriptors, setting and two events gathered from the illustrations. Responses will be uploaded into Seesaw or submitted hard-copy upon return to school. Closure/Assessment: Bring students back together to review what we learned, discuss any improvements that can be made, and what the students feel they did well.</p>
Resources (materials and/or tools required to complete the activities)
Seesaw (virtual platform) iPads Electronic copy of the book, "The Snowy Day" Choice Boards (hard copy) FID Folders (desktop)
Assessment(s) (evidence of learning)
Teacher observation and notes based upon student responses during review.
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
EL Teachers will provide live instructional support for ELs throughout the day. They will host office hours, specifically designed for FIDs. Learners will have the option of completing tasks orally or have text read orally via features within the instructional app or by the teacher. Learners may receive extended time during the FID if needed. However, assignments must be completed during the FID to receive credit for participation. Learners with special needs will receive FID specific accommodations articulated within the IEP and recommended by the IEP team prior to the FID.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students w/ No Internet Access: Students without Internet will access schedules, materials, and resources within the FID folder located on the desktop of their devices (downloaded the day prior). Assignments and projects can be completed and saved to the desktop folder for submission immediately upon return to school. Choice boards (hard copies) will be available for learners who cannot access their desktop folders because of power outages or limited

access to charging cables, etc. Completed choice board assignments must be submitted immediately upon return to school.

ELA courses grades 9-12

Does your LEA offer English Language Arts courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.9–10.E	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9–10.H	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

Lesson Title
Introduction to Shakespeare (2-Day Lesson; 15-Lesson Unit)
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> • Demonstrate an understanding of the context in which Shakespeare wrote his plays. • Become familiar with the structure of a tragedy play/form • Increase their familiarity with Shakespearean language and expression • Extend their knowledge of a variety of different texts - form / context
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> • View/Listen to Shakespeare the Author PowerPoint presentation (Interactive Notebook) • Use Classroom Notebook to respond to embedded questions within the PowerPoint • Launch Shakespeare Activities hyperdoc and complete each of the 9 short activities embedded within the document • Read/Listen to the first page of Romeo & Juliet (embedded in PowerPoint) • Utilize Classroom Notebook to share your first impression, initial thoughts of the text • Students will jot questions about the beginning of the book for future group discussions; each student required to submit at least one (1) how or why question;
Resources (materials and/or tools required to complete the activities)
Introduction to Shakespeare Activities hyperdoc Shakespeare the Author Interactive Notebook (PowerPoint) Microsoft Classroom Notebook Choice boards (hard copy) FID Folder (desktop access)
Assessment(s) (evidence of learning)
Hyperdoc responses Responses submitted via Classroom Notebook Choice Boards options
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
-PowerPoint presentation will include read-aloud capability -Class Notebook responses can be submitted as video recordings -EL Teachers will provide live instructional support for ELs throughout the day. They will host office hours, specifically designed for FIDs. -Learners will have the option of completing tasks orally or have text read orally via features within the instructional apps or by the teacher. -Learners may receive extended time during the FID if needed. However, assignments must be completed during the FID to receive credit for participation. -Learners with special needs will receive FID specific accommodations articulated within the IEP and recommended by the IEP team prior to the FID.
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
Students w/ No Internet Access: Students without Internet will access schedules, materials, and resources within the FID folder located on the desktop of their devices (downloaded the day prior). Assignments and projects can be completed and saved to the desktop folder for submission immediately upon return to school. Choice boards (hard copies) will be available for learners who cannot access their desktop folders because of power outages or limited access to charging cables, etc. Completed choice board assignments must be submitted immediately upon return to school.

Math courses grades K-8

Does your LEA offer math courses in grades K-8?

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.3.4.A.1	Draw lines and angles and identify these in two-dimensional figures.
CC.2.3.4.A.2	Classify two-dimensional figures by properties of their lines and angles.
CC.2.4.4.A.6	Measure angles and use properties of adjacent angles to solve problems.

Lesson Title
Angles In Nature
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> Students will measure angles in whole-number degrees using a protractor. Students will sketch angles of specified measure. Students will recognize angle measure as additive. Students will solve addition and subtraction problems to find unknown angles on a diagram in real world.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<p>Note: Students should already be familiar with measuring angles with a protractor. This process will be instructed via synchronous (Live Stream) or asynchronous (PowerPoint) means</p> <ul style="list-style-type: none"> Have students identify examples of when they use Math in real life Explain that angles and geometry can also be found in nature and today we are going to do an activity to find them. Use an object in the classroom (or home) to show how to measure the angle of a 3D object using a protractor. Demonstrate/model how you can measure the angles between the branches using a plant. Students will explore angles inside and/or outside of their homes and complete columns 1-3 on Investigation worksheet
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> pencil or writing feature on tablet 1 protractor (can be virtual) Investigation worksheet (hard copy and virtual) Access to outside area with trees or flowers. PowerPoint Presentation
Assessment(s) (evidence of learning)
<ul style="list-style-type: none"> Complete 4th column of Investigation worksheet (supplementary angles)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
<p>EL Teachers will provide live instructional support for ELs throughout the day. They will host office hours, specifically designed for FIDs. Learners will have the option of completing tasks orally or have text read orally via features within the instructional app or by the teacher. Learners may receive extended time during the FID if needed. However, assignments must be completed during the FID to receive credit for participation. Learners with special needs will receive FID specific accommodations articulated within the IEP and recommended by the IEP team prior to the FID.</p>
Adaptations for Students Without Internet Access (how will you provide instruction/alternative pathways for lesson completion for those without Internet access so that the work is completed at home during the FID and not when they return to school)
<p>Students w/ No Internet Access: Students without Internet will access schedules, materials, and resources within the FID folder located on the desktop of their devices (downloaded the day prior). Assignments and projects can be completed and saved to the desktop folder for submission immediately upon return to school. Choice boards (hard copies) will be available for learners who cannot access their desktop folders because of power outages or limited access to charging cables, etc. Completed choice board assignments must be submitted immediately upon return to school.</p>

Math courses grades 9-12

Does your LEA offer math courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
A2.1.2.1.1	Use exponential expressions to represent rational numbers.
A2.1.2.1.2	Simplify/evaluate expressions involving positive and negative exponents and/or roots (may contain all types of real numbers - exponents should not exceed power of 10).
A2.1.2.1.3	Simplify/evaluate expressions involving multiplying with exponents (e.g. $x^6 * x^7 = x^{13}$), powers of powers (e.g., $(x^6)^7 = x^{42}$) and powers of products $(2x^2)^3 = 8x^6$ (limit to rational exponents).

Lesson Title
Simplifying Radical Expressions
Lesson Goals (planned instructional outcomes)
Students will demonstrate recognition & simplification of different roots and perform operations with like roots.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> Instructional Video prepared by the teacher. Guided Note Sheet provided by the teacher. 5-question QUIZZ assigned to be completed for comprehension check. Practice Worksheet & Answer Key provided for additional practice as needed.
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> District provided laptop Internet access/Data plan on phone Khan Academy & Virtual Nerd video resources are linked as available.
Assessment(s) (evidence of learning)
5-question QUIZZ for a comprehension check (Targeted level proficiency: <80% accuracy on quiz)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
<ul style="list-style-type: none"> Guided Note Sheet provided but not required, use as needed. 5-question QUIZZ can be taken multiple times. Answer Key includes step-by-step work for reference. Khan Academy & Virtual Nerd video resources are linked as available. EL Teachers will provide live instructional support for ELs throughout the day. They will host office hours, specifically designed for FIDs. Learners will have the option of completing tasks orally or have text read orally via features within the instructional apps or by the teacher. Learners may receive extended time during the FID if needed. However, assignments must be completed during the FID to receive credit for participation. Learners with special needs will receive FID specific accommodations articulated within the IEP and recommended by the IEP team prior to the FID.
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Science- grades 9-12

Does your LEA offer science courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
4.1.10.A	Examine the effects of limiting factors on population dynamics
4. 1.10.E	Analyze how humans influence the pattern of natural changes (e.g. primary /secondary succession and desertification) in ecosystems over time.
4.2.10.A	Examine the interactions between abiotic and biotic factors within a watershed
4.2.10.C	Explain the relationship between water quality and the diversity of life in a freshwater ecosystem.
4.2.10.B	Examine how human interactions impact wetlands and their surrounding environments.
4.5.10.D	Evaluate various methods of managing waste as related to economic, environmental, and technological factors.

Lesson Title
Ecological Factors and Population Size
Lesson Goals (planned instructional outcomes)
<p>Big Idea: Organisms grow, reproduce, and perpetuate their species by obtaining necessary resources through interdependent relationships with other organisms and the physical environment. Essential Questions: • PA Biology Core: How and why do organisms interact with their environment and what are the effects of these interactions? • SAS Related: How do ecological factors affect population size? Concepts: • PA Biology Core: Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. Competencies: • Describe biotic interactions in an ecosystem (competition, predation) • Describe the effects of limiting factors on population dynamics and potential species extinction • PA Biology Core: Evaluate data to explain resource availability and other environmental factors that affect carrying capacity of ecosystems. • PA Core Writing: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Vocabulary: students must be able to define and apply the following terms – carrying capacity, density-dependent factor, density-independent factor, ecosystem limiting factors, population, resource availability.</p>
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> Students will participate in limited direct instruction via teams and PowerPoint to introduce how population growth is modeled in the absences of ecosystem limiting factors – exponential growth. • Students will perform calculations based on a hypothetical population growth scenario involving rabbit reproduction. Students will generate a plot of their calculation on excel to model the data and interpret the graph. • Students will write an argument based on their data that introduces a precise claim about the type of population growth observed, the reasoning behind their claim, and evidence from the interpretation of their graph. • Students will develop hypotheses about the reproductive behaviors of other species they are familiar with to introduce hypothetical counterclaims and contrast the growth of the rabbit population with that of another species.
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> Modified PowerPoint supplied by Pearson • Microsoft teams meeting for instructional delivery • Digital printout of worksheet supplied by Pearson • Staff developed Excel spreadsheets for plotting calculations • Microsoft Class Notebook for assignment delivery and evaluation
Assessment(s) (evidence of learning)
<ul style="list-style-type: none"> Evaluation of mathematical calculations and graphing skills • Scoring of written argument about graph interpretation and counterclaims with a contrasting species • General multiple choice related to eligible content from enhanced standards and vocabulary usage.

Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

- Accelerating students can design their own data tables and graphs
- Accelerating students can design a hypothetical population model based on a species of their choice (e.g. a student interested in hunting could base their model of the reproductive habits of white-tailed deer or wild turkey populations.
- Struggling students would receive interventions on the calculation with scaffolded support to gradually release to independent work once students demonstrate mastery of the calculation.
- Free response scoring on a writing theme based on SAS related eligible content and applicable keystone theme writing samples.
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Social Studies- grades 9-12

Does your LEA offer social studies courses in grades 9-12?

Yes

Alpha Numeric Descriptor	Standard Descriptor
5.1.9.A	Apply examples of the rule of law as related to individual rights and the common good; Compare and contrast the basic principles and ideals found in significant documents.
5.1.9.D	Compare and contrast the basic principles and ideals found in significant documents.

Lesson Title
The First Amendment and Religion
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> Examine the founders' belief that religion and government should be separate. • Explain the importance of freedom of religion, describe the differences between the establishment and free exercise clauses in the First Amendment. • Understand the different interpretations of the establishment clause and the conflicts between the establishment and free exercise clauses.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> Introduce the topic of the First Amendment and the two clauses (Establishment and Free Exercise) using pre-recorded PowerPoint with voice prompts • Through PowerPoint, students will learn the background of religious freedom, what the founders believed about separation of the two, how the Constitution protects religious freedom, Bill of Rights influence on religious freedom, how the courts interpreted the establishment clause, and the conflicts between the free exercise and establishment clauses. • Students will answer a series of questions embedded throughout the presentation, answers to which they will need to upload with their assessment.
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> PowerPoint Presentation • Digital version of Establishment and Free Exercise Clauses • Microsoft Teams Rooms Choice Boards
Assessment(s) (evidence of learning)
<ul style="list-style-type: none"> The students will be provided with 3 different positions and defend those positions on the establishment clause. • Assignments should be posted to Classroom Notebook for scoring.
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<ul style="list-style-type: none"> PowerPoint presentation will include read capability • Assessment may be submitted as video recording of oral defense • EL Teachers will provide live instructional support for ELs throughout the day. They will host office hours, specifically designed for FIDs. Learners will have the option of completing tasks orally or have text read orally via features within the instructional app or by the teacher. Learners may receive extended time during the FID if needed. However, assignments must be completed during the FID to receive credit for participation. Learners with special needs will receive FID specific accommodations articulated within the IEP and recommended by the IEP team prior to the FID.
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Career Technology Education / Center Program Exemplars

Does your public school entity offer five (5) or more PDE approved CTE courses?

No

CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

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CIP Code	CIP Title
Program/Course Name	Grade Level

PA Academic Standard(s) Addressed (include alpha numeric and standard descriptor) www.pdesas.org/Standard/View

Alpha Numeric Descriptor	Standard Descriptor

CTE-Programs of Study Task Grid(s) Addressed [Career and Technical Education Framework](#) All POS programs should enter task number and description from POS State developed task grid. For all CTE programs that do not have a developed state task number and description, enter the locally developed tasks.

Task Number	Task Description

Lesson Title
Lesson Goals (planned instructional outcomes)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Resources (materials and/or tools required to complete the activities)
Assessment(s) (evidence of learning)
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)

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Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

2023-05-22

Uploaded Files

23-24 FID Completed Packet w Board Signature.pdf

Assurances

- x Staff, students, and parents shall be made aware of notification procedures prior to the institution of a flexible instructional day and the means of notification shall be fully accessible.
- x Responsibilities shall be agreed upon and expectations shall be communicated to all staff, students, and parents prior to the institution of a flexible instructional day.
- x Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.
- x Students shall be provided health services during a flexible instructional day in compliance with Article XIV. Free Appropriate Public Education (FAPE) shall be afforded all students during a flexible instructional day in compliance with the Individuals with Disabilities Education Act (IDEA).
- x Should technology ever be employed during a flexible instructional day, policies and measures are in place to ensure the cyber-safety and security of students accessing online school services and digital resources.
- x Should technology ever be employed during a flexible instructional day, technical assistance and support shall be provided, as appropriate, to ensure access to instruction and resources.

Superintendent/Chief Executive Officer/Executive Director	Date
Tamara Willis	2023-07-06