Tredyffrin/Easttown School District
BOARD EDUCATION COMMITTEE

April 16, 2026
7:00 p.m.
TEAO, Meeting Room 200

Agenda

I. Review of March 2026 Minutes
II. Special Education/Student Services Report
III. 1:1 Technology Update
IV. Flexible Instructional Day Plan 2026-2029
V. Public Comment

Next meeting: **May 14, 2026**

Education Committee Goals for 2025-26

1. Receive and review recommended modifications and enhancements to the District's academic program and schedule, including planning for full-day Kindergarten.
2. Receive and review the TESD calendar for the coming year and send to the full Board for approval.
3. Analyze demographic, enrollment and staffing data in order to project the space required for the delivery of the District's educational program.
4. Review enhancements to District curriculum and to instructional practices that advance the District's equity initiative.
5. Review summary data on student progress and District plans to address trends in that data.
6. Receive updates on educational enhancements supporting environmental sustainability.

DRAFT PENDING COMMITTEE APPROVAL

BOARD EDUCATION COMMITTEE MEETING MINUTES

March 12, 2026

Tredyffrin/Easttown Administrative Offices, Room 200

7:00 p.m.

Attending all or part of the meeting:

Board Committee Members: Dr. Roberta Hotinski (Chair), Maryann Piccioni, Nicole Scherer, Rachel Weil

Other Board Members: Dr. Julie K. Mesaros, Sue Tiede

TE School District Representatives: Wendy Towle (Administrative Liaison), Richard Gusick, Patrick Gately, Amy Meisinger, Matt Sterenczak, Katie Parker

Community Members: Talia Roth (Spoke Reporter), Rabia Roth

The meeting was called to order at 7:00 p.m.

Public Comment: None

Committee Discussion and Recommendations:

The Committee reviewed the minutes from February 12, 2026.

The Committee received information about **Curiosity Driven Pathways** from Dr. Amy Meisinger, Conestoga High School Principal. Dr. Meisinger defined the Strategic Plan aligned Pathways as intentional combinations of multidisciplinary courses and experiences that establish a trajectory of inquiry aligned with a student's personal passions, interest in specific topics, themes and/or problems, and interest in a particular field or career. The Curiosity Driven Pathways will be accomplished when students select an area of concentration across several disciplines, engage in a series of 4 multidisciplinary courses, design their own area of focus and sequence of courses with approval, and demonstrate results through reflection on a culminating Pathway Card. Dr. Meisinger explained the logistics and specifics about the Pathways, along with examples of possible Pathways and sample Pathway Cards. Dr. Meisinger answered questions from Committee members.

The Committee received a **Dual Enrollment Update** from Dr. Matt Sterenczak, Curriculum Supervisor. Dr. Sterenczak explained that the Conestoga High School Dual Enrollment program continues to grow with 11 courses eligible for college credit through the District's partnership with Gwynedd Mercy University and that one additional course (Astronomy) is eligible for college credit through the District's agreement with Immaculata University. Dr. Sterenczak reviewed the 11 Gwynedd Mercy University courses and explained the details of the collaborative partnership with the University including: three transferable college credits per course, no additional academic requirements placed on Conestoga students who take these courses, a fee for 26-27 of $420.00 per course (which is an 80% reduction in Gwynedd Mercy's tuition), and an available scholarship at Gwynedd Mercy for participation in the program. Dr. Sterenczak reviewed the growing number of students enrolled in the courses since 2023 and the efforts made by the District and the Dual Enrollment Coordinator to share information with

students and parents about the program to help increase enrollment which is now up to 110 students. Dr. Sterenczak explained a sampling of colleges and universities that accept Gwynedd Mercy's transfer credits and the potential cost savings for families and students earning dual enrollment credit. Dr. Sterenczak answered questions from Committee members.

The Committee received a **Cursive Handwriting Update** from Dr. Wendy Towle, Director of Curriculum, Instruction, and Professional Learning. Dr. Towle explained that state legislation passed recently, mandating that cursive writing be taught in Pennsylvania schools but that the District has always taught cursive writing in 3rd grade.

The meeting was adjourned at 7:51 p.m.

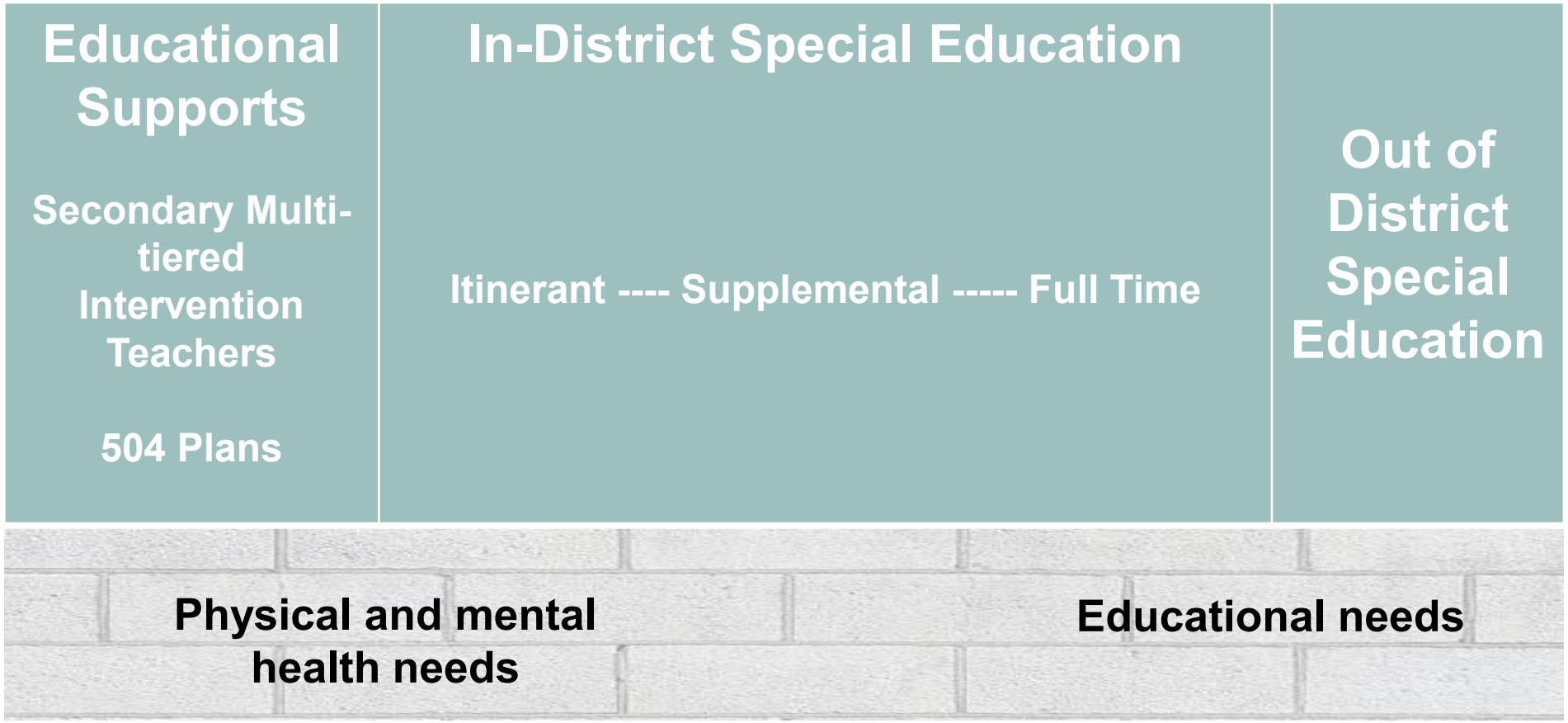
Next meeting: April 16, 2026

T/E STUDENT SERVICES

Education Committee

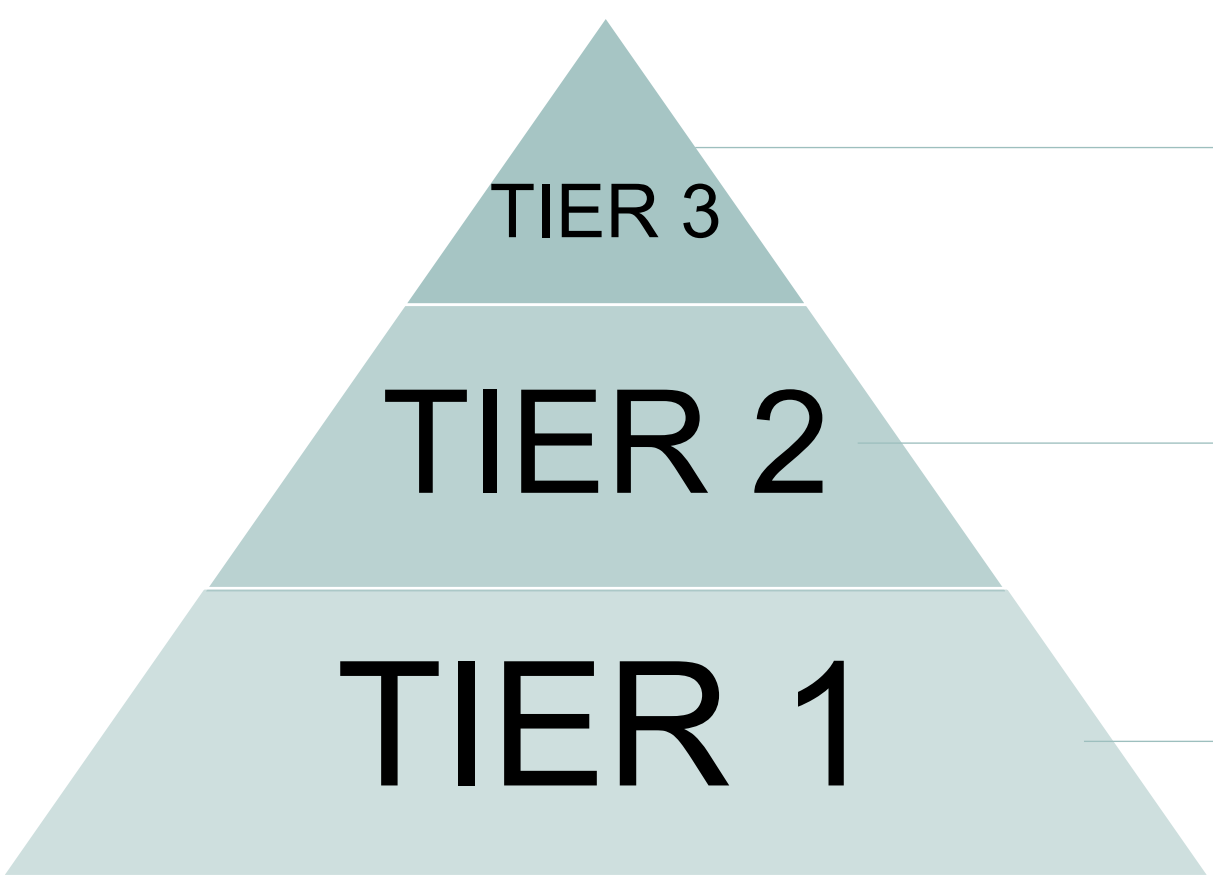
April 2026

Student Services Continuum of Supports



Individualized Student Services | We serve all students

Regular Education Pre-Referral Interventions



Some students
Supplemental, intensive instruction, or intervention targeted to specific need(s).

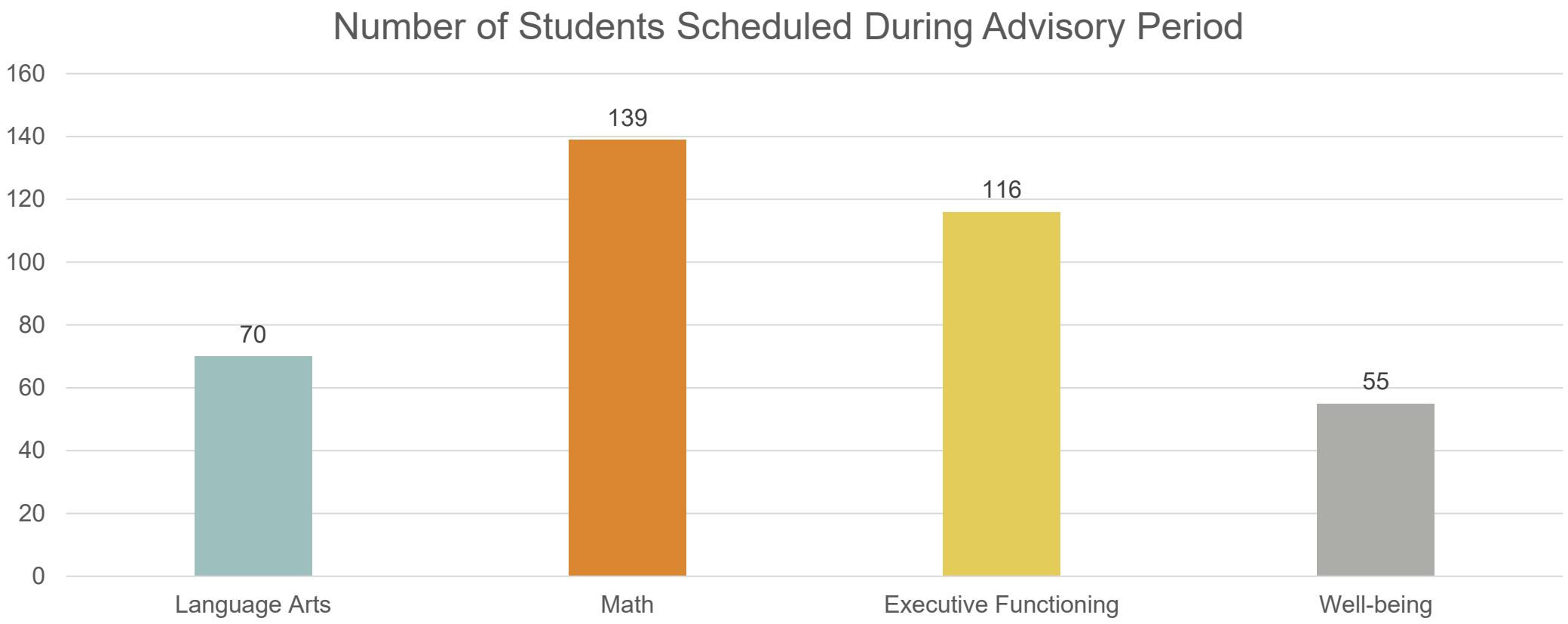
Some students
Supplemental, short-term instruction, or intervention targeted to specific need(s).

All students
High quality, standard-aligned core instruction delivered by core teacher.

Multi-tiered Intervention Team

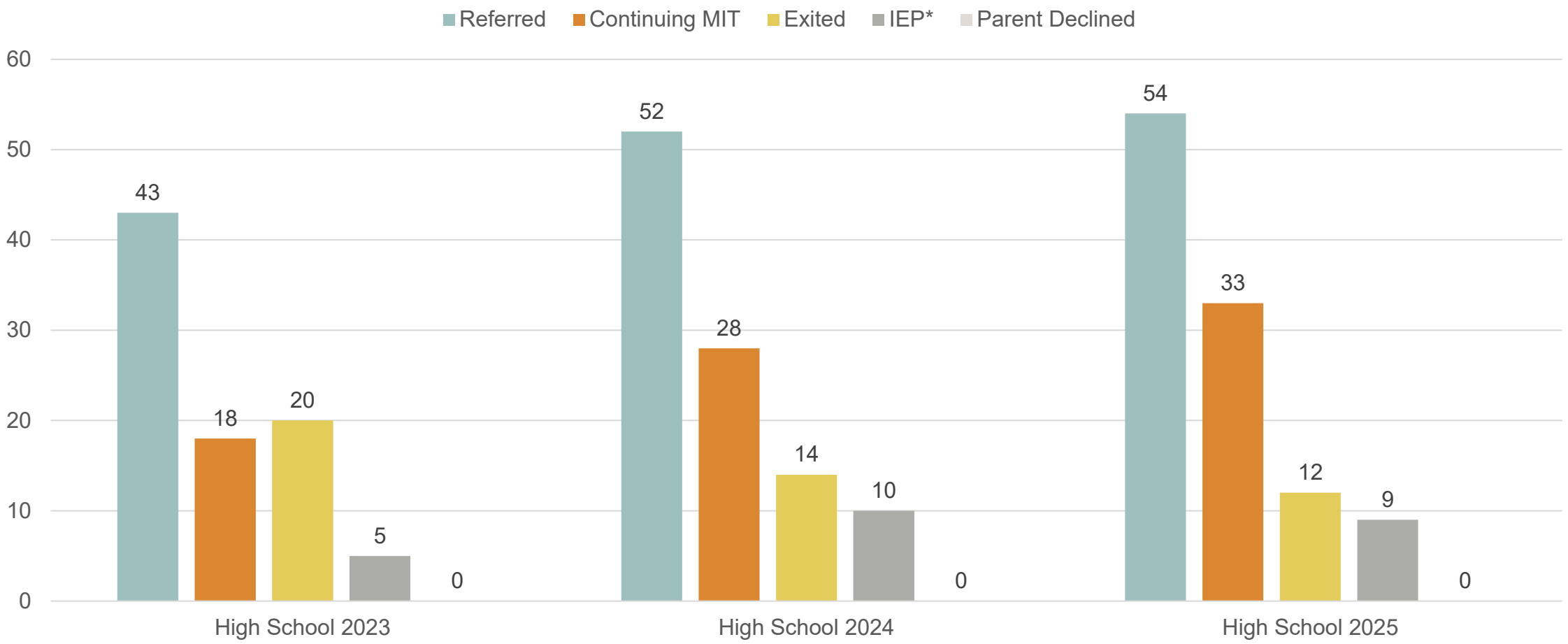
Elementary	Middle School	High School
• Reading Specialist • Math Specialist • Behavior Specialist • School Psychologist • School Counselor	• Multi-tiered Intervention Teacher • Behavior Specialist • School Psychologist • School Counselor	• Multi-tiered Intervention Teacher • Behavior Specialist • School Psychologist • School Counselor

School-Recommended Regular Education Supports Including MIT in Middle School

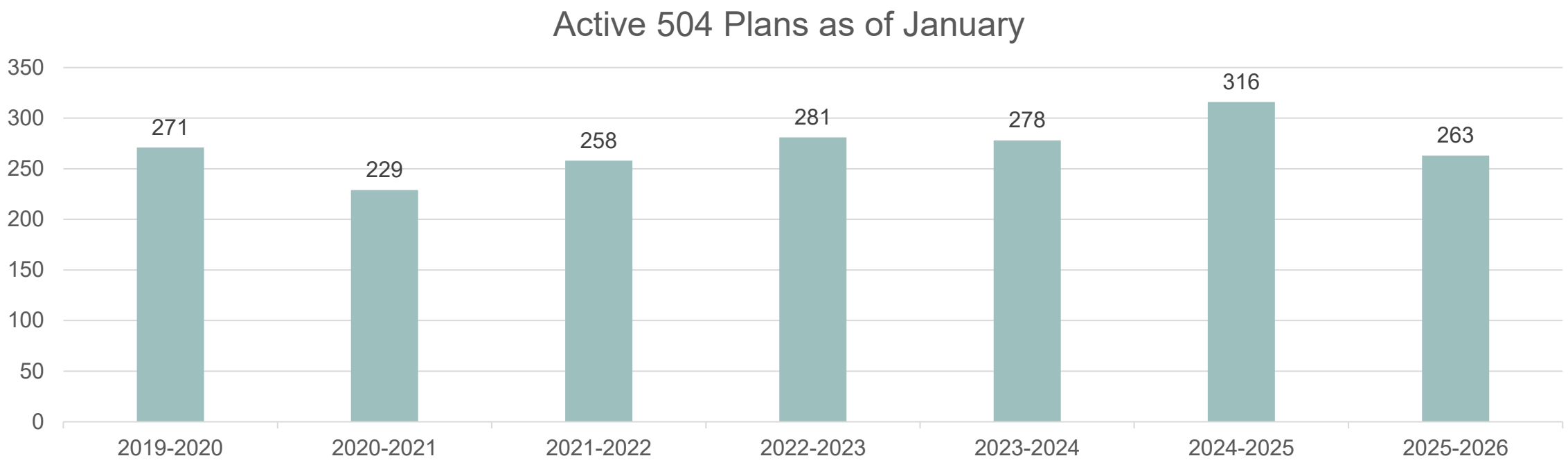


*Data collected as of March 2026. Data does not include newly identified students.

High School MIT



*Data collected as of October 1 of each year. Data does not include newly identified students.



504 Accommodation Plans

Nursing Services



State mandate requires a Certified School Nurse for every 1,500 students and includes serving private school within our boundaries that request this service.



We have a combination of Certified School Nurses and Health Room Nurses so that student medical needs are supported during the school day.



Mandated nursing support on field trips continues to be a need that is impacting our use of contracted providers for this service.

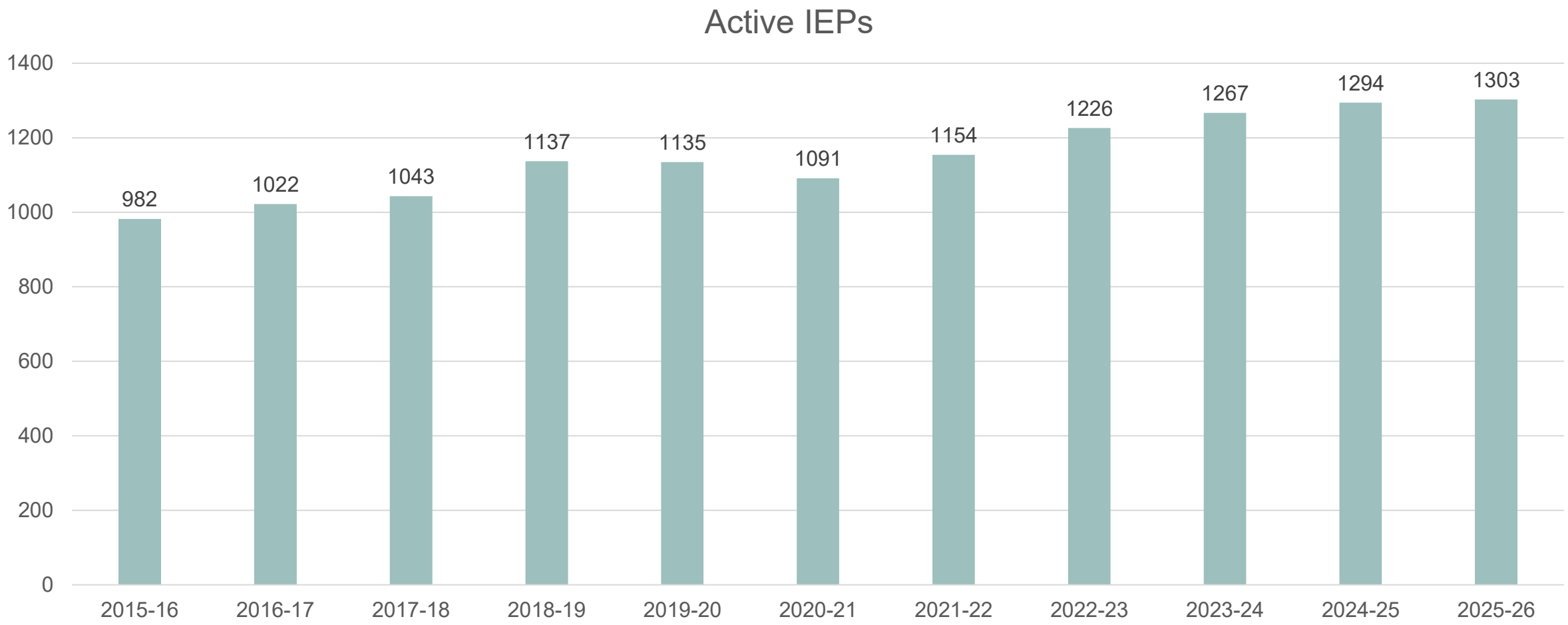
School Psychologists

Conduct Multi-Disciplinary Evaluations & Gifted Written Reports

Consult with other staff on student needs and potential pre-referral interventions

Since July 1, 2025, school psychologists have completed a total of **653** evaluations. This includes gifted written report and special education multi-disciplinary evaluations. This data was retrieved as of 3/13/2026.

Special Education Students

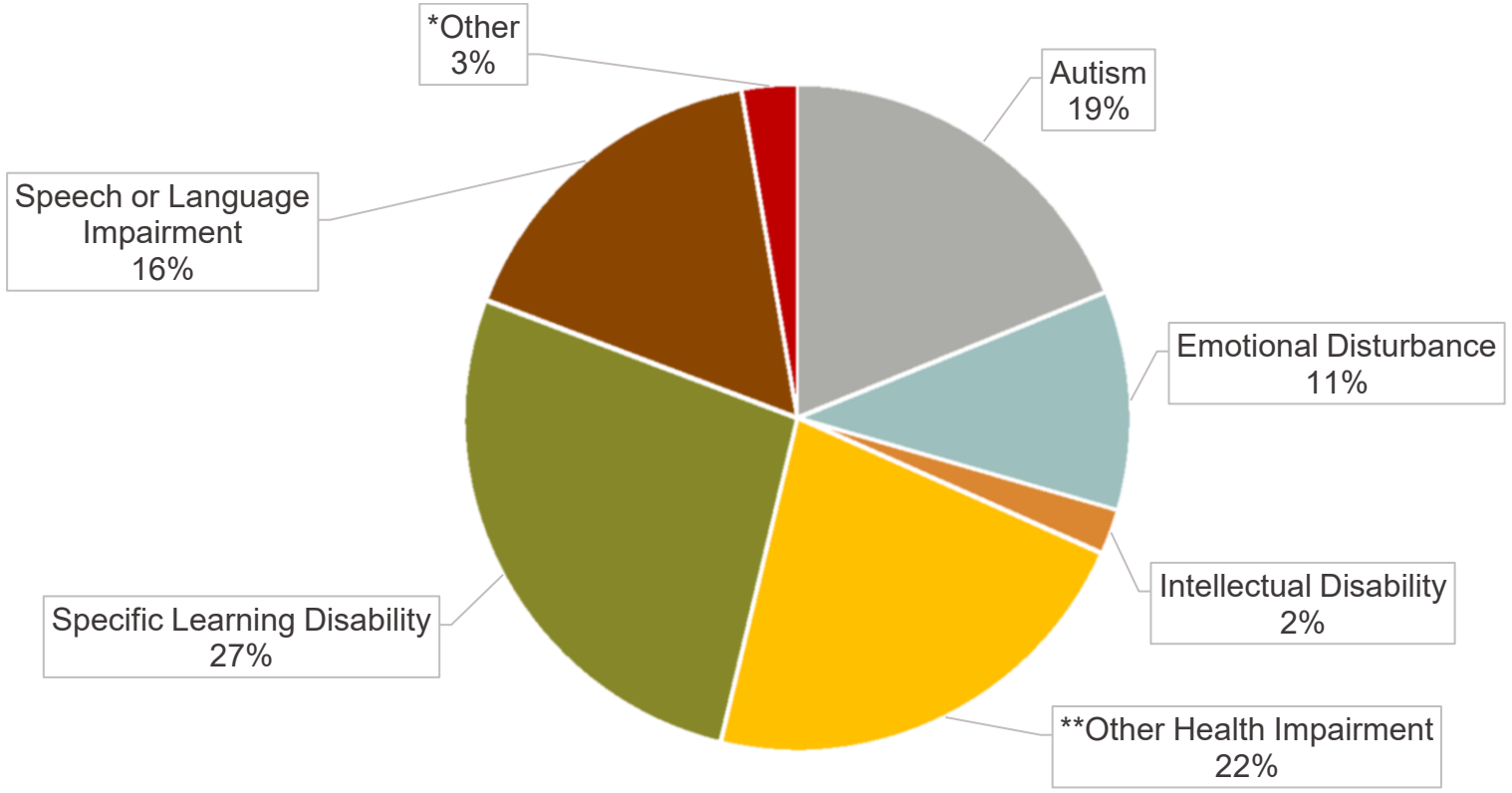


	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
District Enrollment Totals:	6,575	6,753	6,909	7,042	7,185	6,959	6,936	6,895	6,939	6,819	6,782
	14.9%	15.1%	15%	16.1%	15.7%	15.7%	16.6%	17.8%	18.3%	19%	19.2%

Enrollment Total as of October 1, 2025

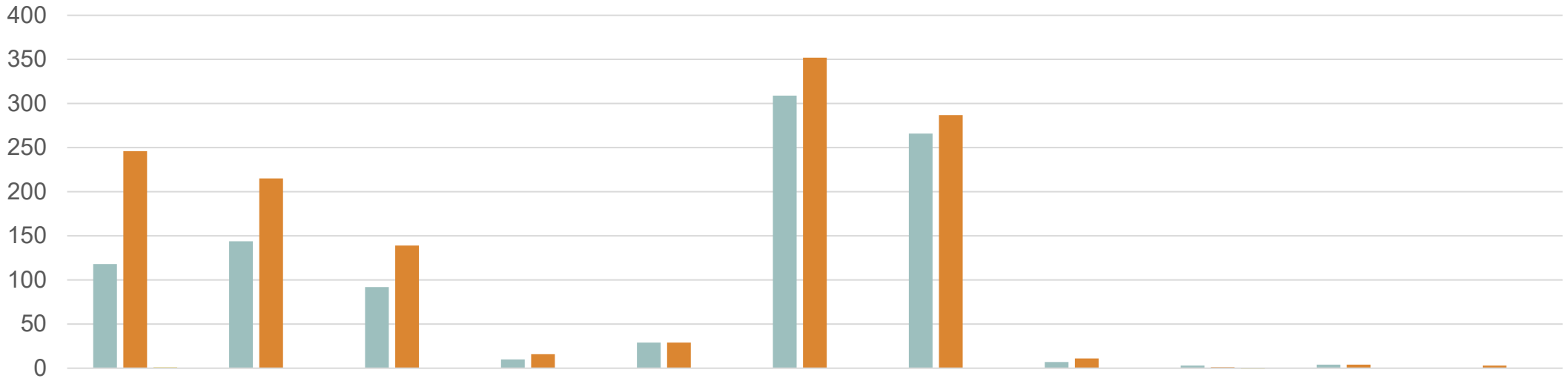
Special Education Enrollment retrieved from December 1 Child Count

TESD Special Education Primary Disability Categories 2025-2026



* Other – Deaf/Blindness; Deafness; Hearing Impairment; Visual Impairment; Multiple Disabilities; Orthopedic Impairment; Traumatic Brain Injury.

** Other Health Impairment is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.



	Autism	Speech / Language Impairment	Emotional Disturbance	Multiple Disabilities	Intellectual Disability	Specific Learning Disability	Other Health Impairment	Hearing Impairment including Deafness	Traumatic Brain Injury	Visual Impairment including Blindness	Orthopedic Impairment
2015-2016	118	144	92	10	29	309	266	7	3	4	0
2025-2026	246	215	139	16	29	352	287	11	1	4	3
Percent Increase	108.5%	49.3%	51.1%	60.0%	0.0%	13.9%	7.9%	57.1%	-66.7%	0.0%	

10 Year Growth of Special Education by Disability Category

State Caseload Limits for Programs Offered in TESD

	ITINERANT (SUPPORTS AND SERVICES PROVIDED FOR 20% OR LESS OF SCHOOL DAY)	SUPPLEMENTAL (SUPPORTS AND SERVICES PROVIDED FOR MORE THAN 20% BUT LESS THAN 80% OF SCHOOL DAY)	FULL-TIME (SUPPORTS AND SERVICES PROVIDED FOR 80% OR MORE OF SCHOOL DAY)
Autistic Support	12	8	8
Emotional Support	50	20	12
Learning Support	50	20	12
Life Skills Support	20	20	12
Speech/Language Support	65	N/A	8

- All students with an IEP must have a case manager. The size of the caseload is limited by state mandates. This is not the same as class size.
- Level of support refers to the amount of time in special education.
- State mandated maximum number of students by caseload.

Preschool Special Education (Early Intervention)

- The Chester County Intermediate Unit offers a vast array of programs and services eligible young children between the ages of 3-5.
- Although it is free of charge to parents the District pays a portion of their instruction and is charged for the related services students receive.

2023-2024		2024-2025		2025-2026		2026-2027	
Enrolled in Preschool Special Ed 9/22	Enrolled in TE Special Ed Services 9/23	Enrolled in Preschool Special Ed 9/23	Enrolled in TE Special Ed Services 9/24	Enrolled in Preschool Special Ed 9/24	Enrolled in TE Special Ed Services 9/25	Enrolled in Preschool Special Ed 9/25	Enrolled in TE Special Ed Services 9/26
101	**56**	**120**	**75**	**76**	**55**	**69**	**?**

Special Education Teachers

	Learning Support	Autistic Support	Emotional Support	Life Skills	2026-2027 Proposed Total	2025-2026 Total	2024-2025 Total
Elementary	10	9	4	2	26	25	24
Middle	9	5	4	2	19.5	20	18
High	10	2	5	2	19	19	18

Out-of-District Placements at the CCIU

Technical College High School Pickering & Brandywine Gateway

Gateway

Partial Hospitalization: REACH / TEACH / CARE

Child & Career Development Center

Learning Center (Options & Transitions)

Project Search (18 – 21)

Transitional Work Program (18 – 21)

Transitional Living Program (18 – 21)



Out-of-District Programming

- IEP Teams may recommend programs not implemented within TESD. The family must agree to changes in placement. The District is responsible for transporting the student.
- The average monthly cost for out-of-district transportation for 2025-2026 is $158,548.72.

	Approved Private Schools	Alternate Regular Education Setting	IU Separate Public Facility	Secondary Transition Program (18-21)	TCHS Programs
School and Program Examples	Vanguard School, Timothy School, Elwyn	Lifeworks, Cottage Seven, Vantage	CCIU Child & Career Development Center, Gateway, REACH, Options	CCIU Aspire, Transitional Living Program, Transitional Work Program	Technical College High School – Pickering or Brandywine
Number of Current TESD Students enrolled as of 12/1/25	27	16	17	13	19

Per Student Expense Cost Range 2024-2025*

STATE DEFINED COST RANGE	2023-24	2024-25
$1.00 - $5,394.78 ($1 – $5,160.99)	14	18
$5,394.79 – $29,458.89 ($5,161.00 - $28,182.23)	1260	1273
$29,458.90 – $58,917.77 ($28,182.24 - $56,364.46)	163	176
$58,917.78 – $88,376.71 ($56,364.47 - $84,546.74)	52	55
$88,376.72 and over ($84,546.75 and over)	35	37
Total	1524	1559

*New cost categories for 24-25 school year

Educational Services Agreements (ESAs)

At times we enter into agreements with families where the parents waive their rights to the legal protections under IDEA in exchange for tuition reimbursement.

The recommendation of our solicitor and the approval of the School Board are required to enter into such agreements.

Annual Cost Range*	24-25	25-26
$1.00 - $5,394.78	0	0
$5,394.79 - $29,458.89	0	1
$29,458.90 - $58,917.77	7	5
$58,917.78 - $88,376.71	8	9
$88,376.72 and over	24	22
TOTAL	39	37

*Data retrieved as of March each year. Categories match 24-25 SY Act 16 Cost Per Student Categories.



Individualized Student Services Staffing

		2021-22	2022-23	2023-24	2024-25	2025-26	2026-27 (proposed)
Special Education Teachers	Elementary	19.0	20.0	21.0	24.0	25.0	26.0
	Middle	17.0	18.0	18.0	18.0	20.0	19.5
	High	17.0	17.0	18.0	19.0	19.0	19.0
Teacher on Special Assignment		1.0	1.0	1.0	1.0	1.0	1.0
Speech Therapists		5.0	5.0	8.0	10.0	10.0	10.0
School Psychologists		N/A	N/A	8.0	9.0	11.0	11.0
Multi-tiered Intervention Teachers		4.0	4.0	4.0	4.0	5.0	3.5
Mental Health Specialists		5.0	6.0	6.0	6.0	7.0	7.0
Certified School Nurses		6.8	6.8	7.3	7.3	7.3	7.3
Health Room Nurses		5.06	5.44	4.69	4.69	4.69	4.69

	2022-2023	2023-2024	2024-2025
TESD Staffing (salaries & benefits)	$8,789,977.24	$9,698,712.24	$10,171,372.10
Tuition	$4,393,188.77	$4,255,352.13	$4,250,837.74
Contracted Services	$16,371,343.57	$17,488,818.12	$19,942,715.45
*Guidance Services & Materials	$713,316.17	$766,602.97	$833,860.98
*Instruction & Curriculum Development Services	$191,949.78	$231,751.04	$227,569.20
Curriculum Materials	$151,155.99	$138,203.07	$169,578.75
*Legal	$260,304.16	$209,765.79	$173,829.8
*Transportation	$1,448,053.03	$1,741,030.20	$2,045,677.10
TOTAL	**$32,319,288.71**	**$34,530,235.56**	**$37,815,441.12**

Special Education Costs

*These costs are the special education portions of district wide expenditures.

Historical Spending at District Level

	2022-23 SY Total Budgeted	2022-23 SY Actual Spent	Difference	2023-24 SY Total Budgeted	2023-24 SY Actual Spent	Difference	2024-25 SY Total Budgeted	2024-25 SY Actual Spent	Difference
CCIU	$7,869,000.00	$8,612,002.35	-$743,002.35	$7,500,000.00	$7,816,918.90	-$316,918.90	$8,328,672.00	$7,172,159.30	$1,156,512.70
Contracted Services	$8,000,000.00	$8,657,949.93	-$657,949.93	$8,391,307.25	$9,743,802.07	-$1,352,494.82	$8,996,328.00	$12,846,554.48	-$3,850,226.48
ESY	$308,000.00	$268,362.34	$39,637.66	$390,000.00	$267,466.93	$122,533.07	$400,000.00	$341,464.05	$58,535.95
Nursing	$573,700.00	$557,653.71	$16,046.29	$839,692.75	$565,010.69	$274,682.06	$641,000.00	$607,284.35	$33,715.65
Tuition	$3,666,000.00	$3,610,492.77	$55,507.23	$4,140,000.00	$4,393,642.92	-$253,642.92	$3,970,000.00	$4,505,101.94	-$535,101.94
Supplies	$257,000.00	$217,943.46	$39,056.54	$228,500.00	$176,437.08	$52,062.92	$264,500.00	$210,010.37	$54,489.63
Other	$47,300.00	$47,160.91	$139.09	$108,800.00	$52,148.93	$56,651.07	$68,800.00	$83,801.98	-$15,001.98
Total	**$20,721,000.00**	**$21,971,565.47**	**-$1,250,565.47**	**$21,598,300.00**	**$23,015,427.52**	**-$1,417,127.52**	**$22,669,300.00**	**$25,766,376.47**	**-$3,097,076.47**

Conestoga Class of 2025 Outcomes

111 graduates with an IEP	
2-year college	6
4-year college	71
Employment/Other	30
Military enlistment	2
Community programs (adult serving agencies such as Office of Vocational Rehabilitation)	2

*Includes only students taking their diplomas from CHS. Does not include students continuing in 18-21 services, or those enrolled in Approved Private Schools.

Most frequently attended colleges	
Penn State University – University Park	9
West Chester University	6
Temple University	5
University of Pittsburgh	5
University of Delaware	4
Delaware County Community College	3

1:1 Technology Update

April 2026

TESD 1:1 Technology Initiative Overview

- 1:1 initiative began at CHS in 2016-17 school year
- Expanded to grades 7-12 pre-Covid
- Expanded to grades K-12 during Covid
- Program changes in 25-26 school year:
  - Introduced Chromebooks in Middle School
  - Ended Bring Your Own Device option for students
  - Implemented Securly for District and families

K-4 Instructional Technology Use Examples

- Math:
  - DreamBox Learning (Personalized Resource): Grade 1
  - First In Math (Personalized Resource): Grades 2-4
  - IXL: Individual Use Cases (e.g. English Learners)
  - i-Ready (Benchmark Assessment): Grades 2-4
- English Language Arts:
  - Wonders (Reading Curriculum): Grades K-4
  - iReady (Benchmark Assessment): Grades 2-4
  - Epic (Reading Resource): Grades K-4
- CogAT (Online Gifted Screener): Pilot in Grade 1
- WIDA Access (Online Screener for English Learners): Grades 1-4
- Library Databases: Grades 1-4
- STEM Class: Grades 1-4
- Typing Club: Grades 2-4

All Pennsylvania school districts are required to administer the PSSA assessment electronically beginning with the Spring 2026 test administration window

Proposed Changes for 26-27 School Year

K-4 Current Model	K-4 Proposed Model
iPads assigned to all students in grades K-4 for use in school and at home	iPads assigned to all students in grades 1-4 for use in school
Devices go home with students each night	Devices remain in school
Students maintain physical possession of the device throughout the school day	Devices stored in a central location in each classroom when not in use
Devices used at teacher direction	Devices used at teacher direction

Implications of Proposed Model

- Reduced screen time
- No individually assigned iPads for Kindergarten students
- Device usage focused on times where the use of technology provides instructional benefit
- Restricted access to devices during drop-off, dismissal, indoor recess, other unstructured times
- Changes to Flexible Instructional Days at elementary level
- Students maintain familiarity with devices in preparation for mandated online PSSA testing

Financial Considerations

Current Model

- Families currently pay $15 annual technology fee per K-4 student (approximately $30,000 collected in iPad fees for 25-26 school year)
- Warranty with case for life of device: one-time cost of approximately $100 per device (600 units/year: $60,000)
- $75 of the $100 is offset by 5 years of technology fees for each student
- **Net cost to District for current model: approximately $30,000/year**

Proposed Model

- Devices remain in school, no technology fee for K-4 students
- Case without warranty: approximately $40 (600 units: $24,000)
- Purchasing cases w/o warranty would save approximately $36,000
- **Net cost to District for proposed model: approximately $24,000/year**

Tredyffrin-Easttown SD

Flexible Instructional Days | 2026 - 2027

Profile

LEA Name		AUN
Tredyffrin-Easttown SD		124157802
Address Line 1		
West Valley Business Center		
Address Line 2		
940 West Valley Road, Suite 1700		
City	**State**	**Zip**
Wayne	PA	19087
LEA Phone Number		**LEA Phone Extension**
6102401900		
Single Point of Contact Name		
Wendy Towle		
Phone Number		**Phone Extension**
6102401903		
Email		
towlew@tesd.net		
Chief Administrator Name		
Dr Richard Gusick		
Phone Number		**Phone Extension**
(610) 240-1901		(610) 240-1901
Email		
gusickr@tesd.net		

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:

- Immediately before or on the FID, how will you notify all of 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 informing parents/guardians and students vs staff.
- Ensure the procedure for notifying all stakeholders before a flexible instructional day is instituted is detailed and precise.

In the event that the District needs to implement a Flexible Instructional Day (FID), a comprehensive and redundant communication plan will be used to ensure that all students, parents/guardians, and staff are notified in a timely and reliable manner. Primary Notification Methods (Immediately Before or On the FID):

The District will notify all stakeholders using SchoolMessenger, the District's mass communication system. This system will:

- Place automated phone calls to all parent/guardian and staff phone numbers in the student information system
- Send email notifications to all parents/guardians and staff
- Deliver text messages to subscribed recipients

All communications will clearly indicate that the District is implementing a Flexible Instructional Day and will include:

- Instructions for student attendance procedures
- Directions for accessing instructional materials via Schoology
- Expectations for synchronous and asynchronous participation
- Guidance for families requiring technological or other accommodations

Additional Communication Methods:

To ensure redundancy and broad access to information: A notification will be prominently posted on the District website School-based and District social media platforms will be updated, as appropriate Teachers will reinforce communication through the Schoology platform, where course pages will include FID expectations and directions

Differentiation of Communication (Students/Parents vs. Staff): Parents/Guardians and Students will receive clear, family-friendly communication outlining attendance procedures, how to access learning materials, daily expectations, and how to seek support if needed. Professional Staff will receive additional targeted communication that includes expectations for delivering instruction (synchronous and asynchronous), availability during the school day, student engagement expectations, and guidance for supporting students, including those with specialized needs.

Contingency Planning (Internet or Power Outages):

Recognizing that internet or power access may be limited during severe weather or other emergencies: Automated phone calls via SchoolMessenger serve as a primary communication method that does not rely on internet access. Families may contact school offices via phone for guidance. District buildings will be staffed (as conditions allow) to support families who may need assistance accessing materials or receiving printed copies. Prior communication and established procedures ensure that families understand how to proceed during a FID even in the event of limited connectivity.

Proactive Communication and Preparation: At the start of each school year, the District provides all families and staff with information about Flexible Instructional Day procedures, including how notifications will occur and how to access instructional materials. This ensures that all stakeholders are prepared to respond effectively when a FID is called.

2. **Describe the procedure for instituting a flexible instructional day, using your primary plan, which should allow most, if not all, students to participate on an equitable basis for a single day as a result of one of the reasons cited in Section 1506, such as severe weather.**

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

- What is your primary, meaning main or one, method of instruction for elementary and/or secondary students (Using devices? Internet/hotspots? Packets? Or some other primary approach?)
- How will the FID be structured? Explain or provide a sample of your daily schedule.
- Which primary mode of instruction (Synchronous/Asynchronous/Both) will you implement during the FID?
- How and when will students receive the materials so they can complete assignments/participate in the FID?
- Remember all students must be able to participate on the FID. Receiving materials after the FID would not be in compliance with Article XIII of the School Code.
- Please check the Guidance Considerations for more information on Access to Materials.

Upon notification of a Flexible Instructional Day (FID), the District will implement a structured, equitable instructional plan designed to ensure that all students can meaningfully participate.

Primary Method of Instruction: The District utilizes a differentiated approach to ensure equitable access across grade levels:

Grades K–4 (Elementary): Instruction is delivered through pre-prepared, standards-aligned instructional packets and at-home learning folders. These materials are designed for independent and family-supported learning and do not require access to a device or internet connection.

Grades 5–12 (Secondary): Instruction is delivered digitally through the Schoology Learning Management System, accessed via District-issued devices that travel between home and school.

Structure of the Flexible Instructional Day:

Grades K–4: Students engage in a structured, developmentally appropriate learning day focused on literacy and mathematics, with integrated content areas. A typical structure includes: Literacy (reading, writing, word work) Mathematics Integrated content (science/social studies or inquiry-based activity) Independent reading or enrichment.

Grades 5–8: Students follow their regularly scheduled courses based on the District's six-day cycle, participating in a condensed version of their daily schedule.

Grades 9–12: Students follow their five-day cycle schedule. On traditional days: all courses in condensed format. On block days: only scheduled courses (e.g., 1, 3, 5, 7 or 2, 4, 6, 8)

Mode of Instruction:

Grades K–4: Primarily asynchronous, using printed materials and offline tasks

Grades 5–12: Blended synchronous and asynchronous instruction

Access to Materials: Elementary students receive materials in advance through at-home folders or packets. Secondary students access materials via Schoology on or before the start of the FID. School buildings are staffed (as conditions allow) to provide materials or support.

3. **Describe the responsibilities of professional staff during a flexible instructional day, using your primary plan.**

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

- Include all staff members' responsibility and availability to students who need help with assignments and the ways in which a student can contact them.
- Include staff, professionals, administrators, tech support, guidance, counselors, and health service providers and the ways in which a student can contact them.
- Include how paraprofessionals and other support staff will work with students in need of accommodations, modifications, or adaptations (Examples – students in need of special education aids and services, EL students, etc.) and the ways in which a student can contact them.

A Flexible Instructional Day (FID) is a full workday for all professional staff. All staff members are expected to be available to students and families during the school day to support instruction, engagement, and student needs.

Teachers (General Education and Special Area): All teachers will provide instruction and support aligned to the District's Flexible Instructional Day plan and will remain available throughout the school day to assist students and families.

Grades K–4 (Elementary): Instruction will be delivered through pre-prepared, standards-aligned instructional packets and at-home learning folders that do not require the use of a device or internet connection. Elementary teachers will:

- Design and maintain FID packets/at-home folders aligned to grade-level standards

- Provide clear, developmentally appropriate written directions to support independent and family-assisted learning
- Ensure materials are refreshed and sent home periodically in preparation for potential FIDs
- Be available throughout the school day to support students and families via: School-based phone lines (with voicemail monitored and returned promptly) or District email (for families with access)
- Provide clarification, feedback, and guidance as needed

Grades 5–12 (Secondary): Teachers will utilize the Schoology Learning Management System to deliver instruction. Teachers will:

- Post assignments and instructional materials no later than 9:00 AM
- Provide a combination of synchronous and asynchronous instruction
- Conduct scheduled virtual class sessions: Grades 5–12: 20-minute sessions for each scheduled class period
- Post asynchronous learning activities for all scheduled courses

All teachers (K–12) will remain available throughout the school day to support students via:

- Schoology messaging (grades 5–12)
- District email
- Scheduled office hours or additional help sessions
- Phone communication, as needed

Paraprofessionals and Support Staff (Special Education, EL, Instructional Aides): Paraprofessionals and support staff will work under the direction of classroom and special education teachers to support students who require accommodations, modifications, or adaptations. This includes:

- Supporting implementation of adapted instructional materials (including FID packets at the elementary level)
- Assisting with small group or individualized support (virtually or via phone, as appropriate)
- Supporting students in accessing and completing assignments

Students and families may contact paraprofessionals and support staff through:

- Schoology messaging (where applicable)
- District email School-based phone lines
- Teacher-facilitated communication

Special Education Teachers and Related Service Providers: Special education teachers will ensure continuity of specially designed instruction aligned with students' Individualized Education Programs (IEPs). This includes:

- Adapting materials (digital or printed) to meet individual student needs
- Providing direct support through synchronous sessions (grades 5–12) or phone-based communication (K–4 and as needed)
- Collaborating with general education teachers and paraprofessionals

Related service providers (e.g., speech/language therapists, occupational therapists) will provide services to the greatest extent possible within the FID structure and maintain communication with students and families via:

- Scheduled virtual sessions (when applicable)
- Phone Email

School Counselors and Guidance Staff: School counselors will be available to support students' social, emotional, and academic needs. They will:

- Maintain availability throughout the school day
- Respond to student and family outreach
- Conduct proactive outreach as needed

Students and families may contact counselors via:

- District email
- School-based phone numbers (with voicemail monitored)
- Schoology or other platforms (for grades 5–12)

Health Services Staff (School Nurses): School nurses will be available to consult with families regarding student health concerns and support continuity of care. Families may contact nurses via:

- District email
- School phone lines

Administrators: Building and District administrators will oversee the implementation of the Flexible Instructional Day and ensure that instruction and supports are delivered effectively. Administrators will:

- Be available to staff, students, and families throughout the day
- Support communication and problem-solving
- Ensure equitable access to instructional materials and support

Administrators may be contacted via:

- District email
- School phone numbers

Technology Support Staff: Technology staff will be available to assist students, families, and staff with access to devices, connectivity, and instructional platforms (grades 5–12). Support will include:

- Troubleshooting login or platform issues
- Assisting with device-related concerns

Technology support can be accessed via: District help desk email or phone support lines

4. **What procedure will identify student participation during a flexible instructional day to enforce attendance under Article XIII, for your primary plan?**

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

- How do teachers keep track of attendance? How do teachers keep track of participation?
- 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.
- Applicants must ensure they measure student participation during the FID and can account for student attendance.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID because you need some evidence that the student is participating on the FID?
- Please review the Guidance Considerations for help in responding to this question.

Guidance-Considerations

The District utilizes a structured approach to monitor and verify both student attendance and participation during a Flexible Instructional Day (FID), ensuring compliance with Article XIII of the School Code.

Attendance Procedures: Attendance is collected through developmentally appropriate, same-day methods:

Grades K–4: Classroom teachers will send a communication to families (via email) requesting confirmation that the student is participating in the Flexible Instructional Day. Parents/guardians must respond by email or phone by 9:30 AM to verify attendance. Teachers will record attendance based on this confirmation.

Grades 5–12: Students will be required to log into their homeroom course in Schoology and complete a designated attendance activity (e.g., discussion post, check-in form, or prompt response) by 9:30 AM. Homeroom teachers will record attendance based on student submission. Students who do not complete the attendance process will be marked absent and reported in accordance with District attendance procedures (excused or unexcused based on parent/guardian communication).

Participation Procedures: In addition to attendance, student participation is measured through active engagement in instructional activities on the day of the FID. Evidence of participation includes:

For K-4 students - Participation is demonstrated through:

- Engagement in assigned packet activities
- Parent/guardian confirmation
- Optional communication with teacher

For student in grades 5-12 –

- Attendance and engagement in scheduled synchronous virtual sessions
- Submission of assignments, responses, or activities in Schoology during the FID
- Meaningful interaction with teachers (e.g., participation in discussions, submission of work, or communication regarding assignments)

Teachers will monitor participation through:

- Schoology assignment submissions and timestamps
- Participation in virtual sessions
- Student communication and engagement throughout the day

While students may be given up to two school days to complete assignments for full academic credit, evidence of participation must be demonstrated on the FID through at least one of the measures described above.

Students Without Immediate Access (Equity Considerations): For students who are unable to access materials due to technology or connectivity challenges: Alternative methods of participation (e.g., phone communication with teachers, access to materials at school buildings) will be available. Teachers and administrators will document outreach and engagement attempts. These students will be marked absent if no evidence of participation is obtained on the FID, with absences designated as excused or unexcused in accordance with District policy.

Documentation and Accountability: Teachers are responsible for maintaining records of both attendance and participation. Building administrators will oversee attendance reporting and ensure that procedures are followed consistently across classrooms and grade levels.

5. **What are your accommodations and modifications that are provided for diverse learners by instructors during the Flexible Instruction Day?**

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

- Opportunities for Accommodations and Modifications that are provided for diverse learners by instructors during the Flexible Instruction Day.
- How will your instructors adapt their learning to students that are English Learners and / or students with IEPs?

During a Flexible Instructional Day (FID), the District ensures that all students, including English Learners (ELs) and students with Individualized Education Programs (IEPs), have equitable access to instruction through the continuation of accommodations, modifications, and specialized supports aligned to their individual needs.

General Approach to Accommodations and Modifications: All teachers are responsible for implementing accommodations and modifications consistent with students' instructional plans (IEPs, 504 Plans, and EL support plans).

For K-4 Students - All accommodations provided through adapted printed materials. Differentiation built into packets:

- Scaffolded tasks Sentence starters
- Visual supports
- Support available via: Phone or Teacher outreach

For 5-12 Students - Instruction delivered through the Schoology Learning Management System allows teachers to:

- Provide differentiated assignments and materials tailored to individual student needs
- Adjust pacing, workload, and task complexity
- Offer multiple means of engagement, representation, and expression (e.g., written, visual, audio, and interactive formats)
- Provide recorded lessons or flexible access to synchronous sessions to support varied learning needs

Support for Students with IEPs: Special education teachers and paraprofessionals collaborate with general education teachers to ensure that specially designed instruction (SDI) is implemented during the FID. This includes:

- Participation in synchronous sessions to provide direct support for grades 5-12
- Small group or individualized virtual instruction, as appropriate in grades 5-12
- Adaptation of assignments to meet individual learning goals
- Ongoing communication with students and families to support engagement and understanding

Related service providers (e.g., speech/language therapists, occupational therapists) will provide services to the greatest extent possible within the FID structure and maintain communication with students and families regarding support and continuity of services.

Support for English Learners (ELs): Teachers will provide language supports to ensure EL students can access instruction and demonstrate understanding. This includes:

- Use of visual supports, simplified language, and modeled examples
- Scaffolded assignments and directions
- Opportunities for verbal and written responses
- Collaboration with EL support staff to provide additional targeted assistance

EL teachers and support staff will be available during the school day to provide supplemental instruction and support through virtual sessions and/or communication with students and families.

Access and Communication: Students and families can access support from teachers, specialists, and support staff through:

- Schoology messaging
- District email
- Scheduled virtual sessions or office hours

For students who require additional assistance due to technology or connectivity challenges, the District provides alternative access to materials and support through school-based resources and communication with staff.

6. **Provide a contingency plan(s) - alternative methods of delivering instruction and support for students, 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:

- What methods of instruction will be used for elementary and/or secondary students (Using devices? Internet/hotspots? Packets? Or some other primary approach?) when your primary plan fails or is not accessible by all students?
- How will the FID day be structured? Explain or provide a sample of your daily schedule.
- Which modes of instruction (Synchronous/Asynchronous/Both) will you implement during the FID in your backup plan(s)?
- How and when will you ensure access to the materials and resources required for instruction and completing assignments during the FID using your contingency or backup plans?

In the event that the District's primary Flexible Instructional Day (FID) plan is not accessible to all students due to limitations in technology, connectivity, or device availability, the District will implement a comprehensive contingency plan to ensure equitable access to instruction and continuity of learning. Students in grades K-4 will continue to access the learning through the methods outlined in the primary plan.

Alternative Methods of Instruction: Grades 5–12 (Secondary): Instruction will continue primarily through Schoology and District-issued devices. For students without access, printed materials and alternative assignments will be available through school buildings or upon request.

Access to Materials (Anticipated and Unanticipated FIDs): To ensure all students can participate regardless of timing or access: Secondary teachers will confirm that all materials are posted and accessible in Schoology prior to the FID. The District will also post optional guidance and activity directions on the District website and/or Schoology for families who are able to access them. School buildings will be staffed (as conditions allow) to provide support or printed materials if needed.

Structure of the Flexible Instructional Day (Contingency Plan): Grades 5–12: Students will follow a condensed version of their scheduled school day aligned to the District's instructional cycles (six-day cycle for grades 5–8; five-day cycle with modified block scheduling for grades 9–12), completing work for each scheduled course.

Mode of Instruction: Grades 5–12: Instruction may include a combination of synchronous and asynchronous learning, with asynchronous options available to ensure access for all students.

Support and Communication: Teachers and support staff will remain available during the school day to assist students and families through:

- Email or Schoology (for those with access)
- Phone communication, as needed
- School-based support, when buildings are accessible

This contingency plan ensures that all students, regardless of access to technology or the timing of the Flexible Instructional Day, are able to participate meaningfully in instruction while maintaining continuity of learning.

7. **Describe the responsibilities of professional staff during a flexible instructional day using your contingency plan(s) -- i.e. should there be issues with the availability of technology or access to the materials and instructors.**

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

- Include all staff members' responsibility and availability and the ways in which a student can contact them if they do not have Internet access.
- Include teachers, professionals, administrators, tech support, guidance, counselors, and health service providers and the ways in which a student can contact them if they do not have Internet access.
- Include how paraprofessionals and other support staff will work with students needing accommodations, modifications, or adaptations (Examples – students needing special education aids and services, EL students, etc.) and the ways in which a student can contact them if they do not have Internet access.

During a Flexible Instructional Day (FID) in which technology or internet access is limited or unavailable, all professional staff remain actively engaged in supporting students and families. The FID is a full workday for all staff, and responsibilities are adjusted to ensure continuity of instruction and access to support through non-digital means.

Teachers (General Education and Special Area): Teachers will provide instruction through pre-prepared materials (e.g., Flexible Instructional Day folders or packets) and will remain available throughout the school day to support students and families. In the absence of internet access, teachers will:

- Be available during the school day via school-based phone lines (with voicemail monitored and returned promptly)
- Provide guidance, clarification, and instructional support to students and families by phone
- Coordinate with building staff to ensure materials are accessible and understood
- Maintain records of communication and outreach to support student participation

Paraprofessionals and Support Staff (Special Education, EL, Instructional Aides): Paraprofessionals and support staff will work under the direction of teachers to support students requiring accommodations, modifications, or adaptations. This includes:

- Providing individualized or small-group support via phone communication, when appropriate
- Assisting families in understanding and implementing instructional materials
- Supporting access to modified assignments aligned with student needs

Students and families may access support through:

- School-based phone lines
- Teacher-facilitated communication and scheduled outreach

Special Education Teachers and Related Service Providers: Special education teachers will ensure continuity of specially designed instruction (SDI) to the greatest extent possible within the contingency plan. They will:

- Adapt instructional materials within FID packets to meet IEP goals
- Communicate with students and families via phone to provide guidance and support
- Coordinate with general education teachers and paraprofessionals

Related service providers (e.g., speech/language therapists, occupational therapists) will maintain communication with families and provide consultation or guidance, as appropriate, through phone contact.

English Learner (EL) Support Staff: EL teachers and support staff will provide language support and scaffolding for instructional materials. They will:

- Communicate with students and families via phone
- Provide clarification of directions and support for comprehension
- Collaborate with classroom teachers to ensure materials are accessible

School Counselors and Guidance Staff: School counselors will be available to support students' social, emotional, and academic needs. In the absence of internet access, they will:

- Be available via school phone lines
- Respond to student and family outreach
- Conduct outreach to students as needed

Health Services Staff (School Nurses): School nurses will be available to consult with families regarding student health concerns and continuity of care. Families may contact nurses via school phone lines.

Administrators: Building and District administrators will oversee the implementation of the Flexible Instructional Day contingency plan and ensure equitable access to instruction and support. Administrators will:

- Be available via school phone lines
- Coordinate communication and problem-solving for families
- Ensure that buildings are staffed (as conditions allow) to support access to materials

Technology Support Staff: While technology access may be limited, technology staff will remain available to assist with device-related issues or to support restoration of access when possible. They may be reached via: District phone lines or Help desk voicemail systems

8. **What procedure will be used for identifying student participation during a flexible instructional day to enforce attendance under Article XIII using your contingency plan(s), i.e. 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:

- How do teachers keep track of attendance? How do teachers keep track of participation?
- 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.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID?

In the event that a Flexible Instructional Day (FID) is implemented under the District's contingency plan—where technology or internet access may be limited—student attendance and participation will be documented through a combination of same-day communication and evidence of engagement with instructional materials, ensuring compliance with Article XIII of the School Code.

Attendance Procedures: Attendance will be collected through same-day parent/guardian or student confirmation using non-digital communication methods:

Grades K–4: Parents/guardians will confirm student participation by contacting the school via phone or by responding to a teacher-initiated phone call or voicemail system by 9:30 AM. Teachers will record attendance based on this confirmation.

Grades 5–12: Students or parents/guardians will confirm attendance by contacting the school via phone or by responding to a designated attendance phone line or voicemail system by 9:30 AM. Attendance will be recorded by designated staff or homeroom teachers.

Students who do not complete the attendance process will be marked absent and reported as excused or unexcused in accordance with District attendance procedures.

Participation Procedures: Student participation will be measured through evidence of engagement on the day of the FID, even in the absence of technology. Acceptable indicators of participation include:

- Same-day communication with a teacher or school staff member (e.g., phone call, voicemail, or documented outreach confirming engagement in learning activities)
- Teacher-initiated outreach, with documentation of two-way communication with the student or family regarding instructional tasks

- Completion of instructional activities within the FID packet, as confirmed through same-day communication or follow-up

While completed assignments from FID packets may be submitted upon return to school (within two school days), attendance and participation are determined based on same-day evidence of engagement, not solely on later submission of work.

Teacher Responsibilities for Documentation: Teachers will:

- Maintain records of attendance based on parent/student communication
- Document evidence of participation, including logs of phone communication and student engagement
- Monitor completion of FID packet work upon return to school as an additional measure of participation

Students Without Verified Participation: Students for whom no attendance confirmation or evidence of participation is obtained on the FID will be marked absent. Absences will be designated as excused or unexcused in accordance with District policy, and appropriate follow-up will occur.

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.1.3.3.A (Grade 3)	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

Lesson Title
Finding the Lesson in a Story
Lesson Goals (planned instructional outcomes)
Students will read a short story (provided digitally or in print), identify the lesson or moral, and explain their thinking using examples from the text. Students will demonstrate understanding through a written or verbal response.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Main Plan (with technology): Brief synchronous mini-lesson (10–15 minutes) reviewing "lesson/moral" Independent reading and completion of organizer Optional teacher check-in or office hours Contingency Plan (no technology): Fully asynchronous Students follow written directions in packet: Read the story Think about: "What is the lesson?" Complete the organizer Write or explain their thinking Students demonstrate participation by: Completing the graphic organizer. Writing a response identifying the lesson and supporting details. (If available) Communicating with the teacher via Schoology, email, or phone For Students with IEPs / Special Needs: Simplified or shortened text Pre-highlighted key sections of the story Sentence starters (e.g., "The lesson is... I know this because...") Option to respond verbally instead of in writing Support from special education staff (via synchronous session or phone) For English Learners: Vocabulary support sheet with visuals Sentence frames Option to respond with drawings + words Additional teacher or EL staff support For Students Without Internet Access: All materials provided in printed packet Clear written directions for independent completion Phone-based support available Flexible response options (written or verbal) For no-internet access: Participation is confirmed through: Parent/guardian communication Student completion of packet work Optional phone check-in with teacher
Resources (materials and/or tools required to complete the activities)
Primary Resources: Short story (provided in: Schoology for digital access Printed FID packet or at-home folder for offline access) "Story Lesson Organizer" (graphic organizer—digital or paper) Additional Supports: Teacher-created model/example (posted in Schoology or included in packet) Vocabulary support sheet (key terms defined in student-friendly language) No-Internet Access Option: All materials included in pre-prepared FID packet or at-home folder Directions written clearly for independent or family-supported completion
Assessment(s) (evidence of learning)
Primary Assessment: Completed graphic organizer identifying: The lesson/moral At least two supporting details from the text Written Response: Students explain the lesson in 2–4 sentences using evidence Alternate Assessment Options: Verbal explanation shared via phone or recorded response (if applicable) Teacher notes from student/family communication Success Criteria: Student correctly identifies a reasonable lesson or moral Student includes text-based evidence to support thinking

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.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

Lesson Title
Analyzing Author's Message Through Textual Evidence
Lesson Goals (planned instructional outcomes)
Students will analyze a literary or informational text and cite strong and thorough textual evidence to support an inference about the author's message or perspective.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will read a selected passage and respond to a text-dependent prompt requiring analysis of the author's message or perspective. Students will support their thinking with direct evidence from the text and explain how that evidence supports their interpretation. Main Plan (with technology): Brief synchronous mini-lesson (15–20 minutes) reviewing how to cite and explain textual evidence Independent reading, annotation, and written response Optional virtual check-in or office hours Contingency Plan (no technology): Fully asynchronous Students follow written directions: Read and annotate the text Respond to the prompt using evidence Review response using provided checklist Students demonstrate participation by: Attending or engaging with the lesson (synchronously or asynchronously) Annotating the text Completing and submitting a written response For no-internet access: Participation is confirmed through: Parent/student communication with the school Completion of packet materials Optional phone communication with teacher For Students with IEPs / Special Needs: Modified or shortened text Chunked reading with guiding questions Sentence starters (e.g., "The author suggests... This is shown when...") Graphic organizer for organizing evidence and analysis Option for verbal response instead of written Support from special education staff (virtual or phone-based) For English Learners: Vocabulary support (definitions, visuals, or translated terms when appropriate) Sentence frames and structured response formats Opportunities to annotate with symbols or drawings Additional support from EL staff For Students Without Internet Access: All materials provided in printed FID packet Clear written instructions and models Phone-based support available Flexible response options (written or verbal)
Resources (materials and/or tools required to complete the activities)
Primary Resources: Selected text passage (e.g., short story excerpt, speech, or article), provided: Digitally via Schoology In printed FID packet or at-home folder Text-dependent analysis prompt Optional annotation guide or note-taking organizer Additional Supports: Model response or exemplar (digital or printed) Annotation key (e.g., underline evidence, circle key ideas) No-Internet Access Option: All materials included in pre-prepared FID packet Written directions for independent completion
Assessment(s) (evidence of learning)

Primary Assessment: Written response (paragraph or short constructed response) that: States a clear inference about the author's message or perspective Includes at least two pieces of textual evidence Explains how the evidence supports the inference Alternate Assessment Options: Verbal response shared via phone conference or recorded message Annotated text with written notes Success Criteria: Student provides a clear and relevant inference Student selects appropriate textual evidence Student explains the connection between evidence and analysis

Math courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.5.B.1	Apply place value understanding to perform operations with multi-digit whole numbers.

Lesson Title
Solving Multi-Digit Multiplication Problems Using Strategies
Lesson Goals (planned instructional outcomes)
Students will solve multi-digit multiplication problems using place value strategies and explain their thinking using models or written explanations.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will solve a set of multi-digit multiplication problems using a strategy of their choice (area model, partial products, or standard algorithm) and explain how place value supports their solution. Main Plan (with technology): Brief synchronous mini-lesson (10–15 minutes) reviewing multiplication strategies Independent problem-solving Optional teacher check-in or office hours Contingency Plan (no technology): Fully asynchronous Students follow written directions: Review example problem Solve each problem using a strategy of choice Show all work and explain thinking Students demonstrate participation by: Attempting all assigned problems Showing work for each problem Providing at least one explanation of their thinking For no-internet access: Participation is confirmed through: Parent/guardian communication Completion of packet work Optional phone communication with teacher For Students with IEPs / Special Needs: Reduced number of problems Smaller numbers or scaffolded problems Pre-labeled place value charts Step-by-step checklist Option to explain thinking verbally Support from special education staff (virtual or phone-based) For English Learners: Visual models (area model, labeled diagrams) Vocabulary support (e.g., product, factor, multiply) Sentence frames (e.g., “First I..., then I...”) Opportunity to explain using drawings For Students Without Internet Access: All materials provided in printed FID packet Clear written directions and examples Use of common materials (paper, pencil) Phone-based support available
Resources (materials and/or tools required to complete the activities)
Primary Resources: Problem set (4–6 multi-digit multiplication problems), provided: Digitally via Schoology In printed FID packet or at-home folder Strategy guide (area model, partial products, standard algorithm examples) Additional Supports: Worked example (model problem with explanation) Place value chart or visual model No-Internet Access Option: All materials included in pre-prepared FID packet Students may use paper, pencil, and basic household tools (e.g., scrap paper, graph paper if available)
Assessment(s) (evidence of learning)
Primary Assessment: Completed problem set demonstrating: Accurate or partially accurate solutions Evidence of a strategy (area model, partial products, or standard algorithm) Clear mathematical work Written Explanation: Students explain how they solved at least one problem (2–3 sentences or labeled model) Alternate Assessment Options: Verbal explanation via phone Annotated work with labels or drawings Success Criteria: Student applies a multiplication strategy correctly or with developing

accuracy Student demonstrates understanding of place value in their work Student explains reasoning clearly

Math courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.HS.C.1	Use the concept and notation of functions to interpret and apply them in terms of their context.

Lesson Title
Interpreting Linear Functions in Context
Lesson Goals (planned instructional outcomes)
Students will analyze a linear function represented in a table, graph, or equation and interpret the meaning of the slope and y-intercept within a real-world context.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will examine a real-world scenario (e.g., cost of a service, distance over time), identify the linear relationship, and interpret key features of the function. Students will explain how the slope and y-intercept relate to the situation. Main Plan (with technology): Brief synchronous mini-lesson (15–20 minutes) reviewing slope and y-intercept in context Independent problem-solving and written analysis Optional teacher check-in or office hours Contingency Plan (no technology): Fully asynchronous Students follow written directions: Review the example Analyze the given scenario Answer questions and explain reasoning Students demonstrate participation by: Completing the problem set Interpreting slope and y-intercept in context Providing written explanations For no-internet access: Participation is confirmed through: Parent/student communication with the school Completion of packet materials Optional phone communication with teacher For Students with IEPs / Special Needs: Simplified numbers or scaffolded problems Step-by-step guiding questions Graphic organizer for identifying slope and intercept Sentence starters (e.g., “The slope represents…”) Option for verbal explanation Support from special education staff (virtual or phone-based) For English Learners: Vocabulary support (e.g., slope, intercept, rate, starting value) Visual supports (graphs, labeled diagrams) Sentence frames Opportunity to explain using diagrams and words For Students Without Internet Access: All materials provided in printed FID packet Clear written directions and worked examples Use of basic tools (paper, pencil, optional calculator) Phone-based support available
Resources (materials and/or tools required to complete the activities)
Primary Resources: Scenario-based problem set (e.g., “A gym charges a monthly fee plus a cost per class”), provided: Digitally via Schoology In printed FID packet or at-home folder Graph or table representation of the scenario Guiding questions to support analysis Additional Supports: Worked example demonstrating interpretation of slope and y-intercept Graphic organizer for organizing thinking No-Internet Access Option: All materials included in pre-prepared FID packet Students may use paper, pencil, and calculator (if available, but not required)
Assessment(s) (evidence of learning)
Primary Assessment: Completed responses to questions such as: What does the slope represent in this situation? What does the y-intercept represent? Write an equation to model the situation Written Explanation: Students explain their reasoning in complete sentences Alternate Assessment Options: Verbal explanation via phone Annotated work with labeled graphs or tables Success Criteria: Student

correctly identifies slope and y-intercept Student accurately interprets both within the given context Student explains reasoning clearly and logically

Science - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

Lesson Title
Modeling Cell Structure and Function
Lesson Goals (planned instructional outcomes)
Students will develop and use a model of a cell to explain how organelles interact to support the overall function of the cell.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will examine and/or construct a model of a plant or animal cell, identify key organelles, and explain how the structure and interaction of these organelles support cellular function. Students will complete a graphic organizer and respond to an analysis prompt connecting structure, function, and system interactions. Main Plan (with technology): Brief synchronous mini-lesson (15–20 minutes) introducing cells as systems of interacting parts Guided discussion on how organelles work together Independent completion of model/organizer Optional teacher check-in or discussion Contingency Plan (no technology): Fully asynchronous Students follow written directions: Review diagram and reading Label organelles Complete organizer Develop or annotate a model Respond to analysis question Students demonstrate participation by: Completing the model (drawing, labeling, or physical representation) Identifying organelles and their roles Responding to the analysis prompt For no-internet access: Participation is confirmed through: Parent/student communication with the school Completion of packet materials Optional phone communication with teacher or Students with IEPs / Special Needs: Pre-labeled or partially labeled diagrams Reduced number of organelles Matching activity (organelle ? function) Sentence starters (e.g., “The ___ works with the ___ to…”) Option for verbal response Support from special education staff (virtual or phone-based) For English Learners: Vocabulary sheet with visuals Simplified reading passage Sentence frames Opportunity to demonstrate understanding through labeled drawings For Students Without Internet Access: All materials provided in printed FID packet Clear written directions and models Use of basic or household materials for model creation Phone-based support available
Resources (materials and/or tools required to complete the activities)
Primary Resources: Cell diagram (plant or animal), provided: Digitally via Schoology In printed FID packet or at-home folder “Cell Structure and Function” organizer Additional Supports: Reading passage describing organelles and their roles within the cell system Vocabulary reference sheet (e.g., nucleus, mitochondria, ribosome, cell membrane) No-Internet Access Option: All materials included in pre-prepared FID packet Students may complete all tasks using paper and pencil Optional extension: students may create a simple model using household materials (e.g., drawing, labeled diagram, or physical representation)
Assessment(s) (evidence of learning)

Primary Assessment: Completed model (diagram or representation) that: Identifies key organelles Demonstrates how organelles interact within the system Analysis Response: Students respond to a prompt such as: “Explain how two or more organelles work together to support the function of the cell.” Alternate Assessment Options: Verbal explanation via phone Annotated diagram with written notes Success Criteria: Student accurately identifies organelles Student explains interactions between organelles Student demonstrates understanding of the cell as a system

Social Studies - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.8.5.9–10.A	Compare and contrast treatments of the same topic in several primary and secondary sources.

Lesson Title
Analyzing Perspectives in Historical Sources
Lesson Goals (planned instructional outcomes)
Students will analyze and compare multiple sources to identify differing perspectives on a historical event and explain how those perspectives shape understanding of the event.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will examine two short sources (e.g., a newspaper excerpt and a firsthand account) related to the same historical event. Students will identify similarities and differences in how each source presents the event and explain how perspective influences interpretation. Main Plan (with technology): Brief synchronous mini-lesson (15–20 minutes) introducing perspective and source analysis Independent reading and completion of organizer Optional discussion or teacher check-in Contingency Plan (no technology): Fully asynchronous Students follow written directions: Read both sources Identify key ideas in each Compare perspectives Complete organizer and written response Students demonstrate participation by: Reading both sources Completing the comparison organizer Responding to the analysis prompt For no-internet access: Participation is confirmed through: Parent/student communication with the school Completion of packet materials Optional phone communication with teacher For Students with IEPs / Special Needs: Shortened or simplified texts Chunked reading with guiding questions Pre-highlighted sections of text Sentence starters (e.g., “Source 1 shows… while Source 2 shows…”) Option for verbal response Support from special education staff (virtual or phone-based) For English Learners: Vocabulary support with definitions and visuals Simplified or annotated texts Sentence frames Opportunity to respond using a combination of words and visuals For Students Without Internet Access: All materials provided in printed FID packet Clear written directions and structured organizer Use of paper and pencil Phone-based support available
Resources (materials and/or tools required to complete the activities)
Primary Resources: Two short sources on the same topic (e.g., an excerpt from a news article and a primary source account), provided: Digitally via Schoology In printed FID packet or at-home folder “Source Comparison Organizer” (graphic organizer) Additional Supports: Guiding questions for analysis Vocabulary support sheet (e.g., perspective, bias, source, evidence) No-Internet Access Option: All materials included in pre-prepared FID packet Students complete all work using paper and pencil
Assessment(s) (evidence of learning)
Primary Assessment: Completed organizer identifying: Key ideas from each source Similarities and differences in perspective Written Response: Students respond to a prompt such as: “How do the perspectives in these sources differ, and how does that affect your understanding of the event?”

Alternate Assessment Options: Verbal explanation via phone Annotated sources with written notes Success Criteria: Student accurately identifies differences in perspective Student uses evidence from both sources Student explains how perspective influences understanding

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)

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)

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

Uploaded Files

Assurances

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.

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.

Attendance shall be strictly enforced in compliance with Article XIII during a flexible instructional day.

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).

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.

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.

A flexible instructional day will be strictly used for reasons cited under Section 1506.

No more than five (5) flexible instructional days can be used in a school year. If a flexible instructional day is used for a single building closure such as a water main break at a high school, then this would be counted as one of the five flexible instructional days for the school year.

Any accommodations or modifications required by a student with special needs or a disability to fully participate in a flexible instructional day will be provided on the flexible instructional day.

All instructional staff will be provided with the required materials, devices, and, if needed, access to the Internet in order to be able to provide instruction to students remotely on a flexible instructional day.

Should the district's primary and contingency plans for the implementation of a flexible instructional day fail, the district will use a make-up day in its school calendar because not all students would be able to participate in the flexible instructional day.

The district shall continue to add make-up days in its school calendar

Superintendent/Chief Executive Officer/Executive Director	Date