

NORTH SCHUYLKILL SCHOOL DISTRICT



FLEXIBLE INSTRUCTIONAL DAY

2023-2024, 2024-2025, 2025-2026

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.

North Schuylkill School District will conduct an informational session on the Flexible Instruction Day (FID) implementation prior to the start of the 2023-24 school year during meet the teacher nights and school orientations. This will occur during the week of August 14, 2023. North Schuylkill School District uses a mass notification platform (ZippSlip) to inform students, parents, professional and support staff when school is being cancelled because of an emergency condition. When school must be cancelled, mass notification typically occurs no later than 6:30 a.m. In addition to using ZippSlip, cancellation announcements are also sent to television and radio stations and posted on the District website and social media accounts. The District will use the same platforms to announce when a Flexible Instructional Day (FID) is being instituted. While we anticipate the radio and television stations will simply reference the school day closing as "FID" day, this will be clearly stated and explained on any school closing announcement via ZippSlip messaging and the District website and social media accounts. There will be two notifications sent the day of no school. The first from the District ZippSlip, stating school is closed and it will be a FID. The second will come from the elementary student's homeroom teacher stating what the learning assignments will be for the day. There will also be specific information for each FID posted in the student's Google Classroom Account.

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.

North Schuylkill School District is applying for Flexible Instructional Days (FID) in case of inclement weather or other unplanned emergencies. When a FID is instituted, students will be directed to their specific teachers' Google Classroom to access their learning assignments for the day(s). Students will only complete assignments for the classes they would have scheduled for that school day(s). Students who lack internet access at home will be offered a hotspot or in some instances where FID is planned, they will be provided with an offline version (paper packets) of learning activities and assignments prior to the FID. Students who require direct or additional specially designed instruction to access or complete assignments will be provided with the support. When the possibility of a day off is seen in advance, children's books and materials will be sent home the day before. All subjects such as ELA, Math, Science, Social Studies, etc. that are covered in their regular instructional day will have materials that need to be completed. This material will be graded and points will be added to the gradebook. There will also be a co-curricular component for each elementary grade level for each FID. Junior/Senior High School students will follow their daily schedules. Teachers will be available throughout the day to answer student and parent/guardian questions during virtual office hours. Teachers can communicate with students/parents via Google Classroom, Email, Remind or Class DoJo to answer questions or provide help during office hours. (Remind is the only way to communicate without Internet access). In addition, teachers will be responsible for tracking the completion of assignments. Accountability Teachers keep a record of submitted assignments in Google Classroom. Students who don't have Internet access receive credit when their work is submitted upon returning to school. The teacher will provide opportunities outside of the school day for students to complete unsubmitted assignments. We want to educate all students for success in a caring and safe environment. As we prepare "future-ready" students, technology gives us an opportunity to continue with instruction despite inclement weather or emergencies. With great teachers and access to our technology investment, we are ready to serve students at every level when needed.

Special Education Supports: Special Education Staff will continue to support Regular Education Teachers with IEP compliance and adaptation/modification of assignments. Special Education timelines will be maintained. Special Education Teachers will provide support opportunities for students on their roster via phone conferencing or Google Meet. Print materials will be provided to those without access to the internet. Roster teachers of IEP students will contact parents as needed to check in on and determine need of support/concerns and/or offer assistance. IEP meetings, MDT Team Meetings will occur using Google Meet, or the school's phone system via phone conferencing, etc. Related Service Providers will communicate regularly with subject/classroom teachers of roster students. Related Service Providers will update data in the IEP Plan. Related Service Providers will offer virtual support opportunities for students on caseload. Related Service Providers will consult with parents of students receiving their services.

504 Plan Supports: Communicate regularly with subject and/or grade level classroom teachers who instruct students on 504 plan. All teachers will maintain compliance in accordance with individual 504 plans.

Gifted Education Supports: Communicate regularly with subject and/or grade level classroom teachers who instruct students on Gifted Support Teachers' caseloads. Communicate regularly with students on each Gifted Support Teacher and/or their parents to determine need of support/concerns and/or offer any enrichment. All teachers will maintain compliance in accordance with Chapter 16 Guidelines. Provide one to one support opportunities for students utilizing virtual or phone platforms as needed. GIEP meetings, MDT Team Meetings will occur using Google Meet or the school's phone system via phone conferencing.

EL Supports: Part of the IU29 Consortium for Title III services. Supports in the area of EL teachers working/collaborating with Regular Education Teachers. EL Teachers checking in with EL students. Translation resources provided to keep home/school communication open. Supports to ensure student success as they continue to meet their individual goals.

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?

Students are expected to log on to their teachers' Google Classroom to access their assignment. Students are expected to complete the assignments assigned by their teachers. FID days are about extending learning outside of the school building and not stopping instruction. Each student will complete the material for each of their classes on their schedule and submit their work for the assignment through Google Classroom. Teachers keep a record of submitted assignments in Google Classroom. Students who don't have Internet access receive credit when their work is submitted upon returning to school. Teachers keep a record of submitted assignments in Google Classroom. Students who don't have Internet access receive credit for the day missed when their work is submitted upon returning to school. The teacher will provide opportunities outside of the school day for students to complete unsubmitted "FID." Students who do not participate during the FID will be marked with an excused or unexcused absence. Teachers will be responsible for informing each building attendance secretary of those students who did not complete their assignments. Students must be aware of individual teacher policies regarding incomplete and failed assignments. Students must also report any extenuating circumstances that may prevent them from completing the FID assignment within the required time. Students can contact their teachers from 9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 3:00 p.m. to ask any questions through Google Classroom (virtual office), email or calling their teacher's classroom school phone and leave a voice message. Teachers will monitor Google Classroom, check their email and voice messages throughout the day. No Internet Access/No Power - No Worries...Students without Internet access can download assignments ahead of time to be sure of access in the case of wifi outage. All students can access, complete, and submit work via cellphone on the Google Classroom app (iOs & Android). The Google Classroom app is free and allows you to do anything on a phone that you can do on a computer! All students will have an opportunity to complete their "FID Lessons" regardless of Internet connectivity. The Chromebook battery has been tested to last up to 10 hours. It also charges fast enough for students to complete their work.

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.).

Professional staff will prepare and post-learning activities and assignments to their Google Classroom Site. Accommodations must be made for students that do not have home internet access and/or have special learning needs as identified in an Individualized Education Plan (IEP), Gifted Individualized Education Plan (GIEP), and/or 504 Plan. English Learners (EL) will also have accommodations provided as necessary. The assignments may include enrichment activities, planned instruction, extensions of the current lesson, or a preview of concepts and skills in an upcoming lesson. All assignments must be aligned to the District curriculum and be planned to allow students to complete it independently. Professional staff must accept all assignments received within the three-day window and must grade and record the results of each student's FID assignment. When a Flexible Instructional Day is called, teachers are expected to have their lesson for the day posted in their Google Classroom by 8:00 a.m. All teachers will be available from 9:00 a.m. – 12:00 p.m. and 1:00 p.m. – 3:00 p.m. to answer any questions through Google Classroom (virtual office), email or accessing their school phone messages and then responding back to the parents or students. Special and regular education teachers will work together to design lessons that incorporate any modifications, specially designed instruction, and paraprofessionals and services identified in student's IEP, GIEP, and/or 504 Plan. Any related services (PT, OT, Speech, etc.) scheduled during the FID will be rescheduled in make-up sessions according to the frequency requirements of the students' plan. Student's roster teacher will discuss FID's at the students' annual IEP, GIEP and/or 504 meeting where the team will consider if your child needs additional support due to the nature of a FID and will include those additional supports in the IEP, GIEP and/or 504 Plan. If an IEP, GIEP and/or 504 team determines that a student cannot receive appropriate education on a FID day or if the related services are not able to be made up in a reasonable time frame, the student will be provided compensatory education in conjunction with Extended School Year Services.

Teachers: Follow schedule – (normal, 2-hour delay, 3-hour delay) Must be live the entire day (except for lunch/prep) Instructional part of lesson, you can insert a pre-recorded video (10-15 minutes). You are still live, but the pre-recorded video takes over for a short while. This may be helpful for teachers who teach the same lesson multiple times throughout the day. Google assignments uploaded Administration should be able to reach anytime. Share Google Meet link with Building Principals via Google Doc Special Education Teacher/Co-Teacher should join Regular Education Teacher Google Classroom Links should be shared with each other before December 22 Elementary Special Teachers should follow schedule of that day (example day 3) and be live High School Teachers will take attendance 1st Period Elementary Teachers will take attendance in Homeroom See a Principal if a student cannot take home a Chromebook for alternate plans – before December 22 Put in Helpdesk ticket if student does not have access to the internet – before December 22 Paraprofessionals: Follow schedule Participate in Google Meets and/or Google classrooms with assigned teacher/student If teachers do break out room – participate with assigned students If students are absent, follow schedule in their place Submit summary of work completed with time sheet on form provided by administration Regular Ed and classroom paras check with supervising teachers and/or main office for work to do at home Secretaries: Report to direct supervisor what they are working on If they do not have enough work to do from home – required to take a sick day Submit summary of work completed with time sheet to administration Cafeteria Workers: Can take a sick day to get paid If it is an extended period of time, will be required to pack meals for pick-up Custodians: Communicating start times depending on weather conditions Maintenance: Communicating start times depending on weather conditions) Administration: Report as normal unless directed otherwise Technical

difficulties: If you are having an issue with a particular course, contact your Teacher. (Email or Phone) If you are having an equipment issue, please contact our NS Tech Team. studenthd@gapps.northschuykill.net Student Help Center <https://sites.google.com/gapps.northschuykill.net/nsstudenthelpcenter/home> At Home Issues - <https://sites.google.com/gapps.northschuykill.net/nsstudenthelpcenter/student-at-home-issues?authuser=0> Password Reset - <https://sites.google.com/gapps.northschuykill.net/nsstudenthelpcenter/password-reset-page?authuser=0> If you have any other questions: JSHS - contact your School Counselor NSE - contact your Homeroom teacher, then School Counselor. (Email or Phone)

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?

Daily Routine: Follow your normal school day. Example: wake up as if you were going to school and follow your schedule. Establish a “work station” at home to complete school assignments. Log-in and attend “live”. Follow your schedule and participate in the Google Meet. Check your gapps email account daily. Log-in Live! Follow your schedule and actively participate. Complete and Submit all of your assignments in on time. Review “To Do” and Due Dates in Google Classroom Communicate with your teachers Google Classroom: Log in Daily using gapps account You should be able to view all of your courses as Google Classrooms. Enter Google Classroom • Click on Google Meet Link to attend live • View all Teacher Messages • Review Due Dates for upcoming assignments and past due assignments Complete Assignments and Turn In • Assignments can be found in Classwork tab • You can upload and then turn in an assignment by clicking the “Turn In” tab Attendance: Virtual Students MUST attend live daily and follow the school schedule. Attendance will be taken during homeroom (7:39 - 7:52 a.m.) and every period throughout the day for the JSHS. Daily attendance at the elementary school will be taken during homeroom (9:00 a.m.) and then in every class throughout the day. Daily attendance/participation in every enrolled class is required and mandatory. Make up work will follow the District procedure as stated in the student handbook. Actively engage in Flexible learning by: Monitoring Google Classroom daily or work on packet daily Establishing daily routines for engaging in the learning experiences Being responsible for independent learning and maintaining a positive growth mindset Engaging in all learning with academic honesty Being an advocate and communicating with your teachers if you require additional support Complying with School Internet Safety Policies including expectations for online etiquette

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.

Attendance: Virtual Students MUST attend live daily and follow the school schedule. Attendance will be taken during homeroom (7:39 - 7:52 a.m.) and every period throughout the day for the JSHS. Daily attendance at the elementary school will be taken during homeroom (9:00 a.m.) and then in every class throughout the day. Daily attendance/participation in every enrolled class is required and mandatory. Make up work will follow the District procedure as stated in the student handbook. All students must log on using their Google Classroom account. In the event you do not have internet access, attendance must be telephoned to the student's homeroom teacher. Please follow this script in reporting your attendance. This is (state your first and last name). I am a student in grade (state the grade you are in). I am calling in to report my attendance for the Flexible Instructional Day of (state the date). Parents calling in on behalf of their children should adapt the script so it applies to a parent calling in. Parents with children in multiple schools must report their child's attendance to the homeroom teacher of each child. The telephone numbers to report attendance are: North Schuylkill Elementary – (570) 875-3611; Jr./Sr. High School – (570) 874-0495. Please use the correct extension for your homeroom teacher(s). In the event internet or telephone service is not available during a Flexible Instructional Day, parents are required to send a note in to their child's school the next school day explaining what their child did to complete the FID requirements. This step must be completed in order for the child to receive credit for school attendance. If a child is sick on a FID, parents must send an excuse note to their child's school just as they would on a regular school day. FIDs will count toward truancy proceedings. If attendance is not recorded by one of the above means, the student will be marked with an unexcused absence. If a pre-arranged absence, the student would be expected to make up the learning activities and assignments within three days of returning to school just as if it were any other absence from school. All assignments will be graded and a student will be assessed based on engagement during the FID. Levels of engagement can be calculated into the final grade. We know there may be many reasons why a student's engagement may be affected, and we will do everything we can to support them. Levels of engagement listed below:

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.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; refer to text to support responses.
CC.1.2.3.C	Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

Lesson Title
Making Inferences by Analyzing Key Ideas and Details
Lesson Goals (planned instructional outcomes)
Become familiar with the components of an inference. Make inferences based on background knowledge and clues from the text.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson. Video clip made by the teacher in Google Meet that helps explain: How do strategic readers create meaning from informational and literary text? What is this text really about? How does interaction with text provoke thinking and response? 2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback. Using, Boardworks or other interactive and engaging activity, the teacher can reinforce a concept using the interactive lessons together as a class and then assign independently. 3. Reinforce: Create an additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc. YouTube video clip - https://www.youtube.com/watch?v=JdaD2FZQFEY Making Inferences BrainPop – Making Inferences - https://www.youtube.com/watch?v=7NXHO66Hw18 4. Lesson Extension: Instead of homework, assign voluntary ‘lesson extensions’ for students. 5. Inferring Game activity sheet (L-3-4-2_Inferring Game and KEY.docx), one copy for each group of three or four students
Resources (materials and/or tools required to complete the activities)
Personal or school issued technology devices Internet or Wi-Fi availability for students check Google classroom meeting with teacher during regular scheduled class Alternate option for students lacking internet – paper copy of lessons and learning activity Boardworks YouTube BrainPop
Assessment(s) (evidence of learning)
To assess students’ understanding of the concepts, have students complete the Making Inferences Assessment (L-3-4-2_Making Inferences Assessment.docx). Collect and grade the sheet to determine if each student is successful in meeting the goal of understanding making inferences when reading nonfiction text. Provide additional instruction if needed. Observe students during their discussions with partners. Evaluate students’ ability to do the following: make inferences. explain how they use their experiences to help make inferences when reading nonfiction text.
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.)

Google Classroom Meeting with teacher and/or roster teacher (special education teacher, EL teacher, etc.) All IEP students will have additional support and will communicate with roster teacher: The roster teacher will connect/provide read aloud material, check on student's progress, break complex tasks down to smaller more manageable tasks, opportunity for assignments, quizzes and/or tests, to be simplified, highlighting of important directions, extended time on tests, quizzes, assignments.

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)

The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.

ELA courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.4.9-10.B	Write with a sharp, distinct focus,
CC.1.4.9-10.C	Develop and analyze the topic
CC.1.4.9-10.D	Organize Ideas, Concepts, and Information to make connections
CC.1.4.9-10.E	Write with awareness of stylistic aspects of composition
CC.1.4.9-10.F	Demonstrate a grade appropriate command of conventions of standard English grammar.

Lesson Title
High School English Language Arts – Career Readiness Writing/Writing and Formatting Effective Resume’s
Lesson Goals (planned instructional outcomes)
In this lesson, students will consider how résumés are affected by audience and purpose. Students will: • brainstorm and draft a résumé for a specific purpose and audience. • format the résumé effectively based on the audience.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> • Students will attend online session with teacher through Google Classroom for initial instruction. Session will be recorded for additional review, if necessary. • Review of vocabulary (below) • Students will reflect in their journal • Independent Learning: Review samples, watching the video clip of teacher discussion(see resources below), answering content-based questions • Alternate option for students lacking Internet - paper copy of lesson and learning activity will be provided to any student prior to FID. <p>1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson.</p> <ul style="list-style-type: none"> • What role does writing play in our lives? • To what extent does the writing process contribute to the quality of writing? <p>Using Boardworks, the teacher will briefly review basic writing features and audience and will then have a discussion on sample resumes and what are the positive and negative of each</p> <ul style="list-style-type: none"> • Résumé: An organized list of education, work, community activity, and other information an employer would receive to show a snapshot of you as a potential employee; often called curriculum vitae. • Objective: A one-to-two sentence statement clearly stating/describing the specific job or situation the applicant is seeking. • Portfolio: A collection of an applicant’s work that is portable and can showcase the most original and polished samples. • Reference Page: A page which provides professional contacts to vouch for or describe the applicant’s abilities. Often character/personal references are also provided. <p>2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback.</p> <p>3. Reinforce: Create an additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc.</p> <p>4. Lesson Extension: Instead of homework, assign voluntary ‘lesson extensions’ for students. Create a draft resume in online journal</p>
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> • Personal or school issued technology devices • Internet or WiFi availability for students • Alternate option for students lacking Internet - paper copy of lesson and learning activity • Google classroom meeting with teacher during regular scheduled time of class. • Résumé Brainstorming (L-C-

6-1_Resume Brainstorming.doc) • “Résumé Formats.” WorkBloom, 2010.<http://workbloom.com/resume/resume-formats.aspx> • “30+ Creative Resume Ideas to Present Yourself.” Lava 360, 2010.<http://lava360.com/inspiration/30-creative-resume-ideas-to-present-yourself/>

Assessment(s) (evidence of learning)

• During the Google Classroom discussion of purposes and formatting of a résumé, give additional examples as needed about what students could put on their résumés. • If students work in Break Out Rooms in Google Classroom/small groups to identify the impact of different résumé formats, keep student comments focused on the likely reaction by certain types of audiences versus general student personal reactions. • Résumés are to be turned in as a draft in journal and later assessed for correct spelling, editing, completeness of categories, visual spacing, and contact information.

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.)

• Digital resources: WorkBloom, Internet examples and Lava 360 • Digital Resources: Boardworks content with additional writing resources • Google classroom meeting with teacher and/or Roster teacher (Special Education teacher and ESL teacher). • All IEP students will have additional support and will communicate with roster teacher: The Roster teacher will connect/provide read aloud material, check on student’s progress, break complex tasks into smaller more manageable tasks, opportunity for assignments, quizzes and/or tests to be simplified, highlighting of important directions, extended time of tests/quizzes/assignments.

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)

The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.

Math courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.3.B.1	Apply place value understanding and properties of operations to perform multi-digit arithmetic.

Lesson Title
3rd Grade Lesson on ROUNDING TO THE NEAREST 100
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> Students will use knowledge of place value to know the hundreds that a number falls in between. Students will know the rules of when to round up or down.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> Students will attend online session with teacher through Google Meet Classroom for initial instruction. Session will be recorded for additional review, if necessary. Review of rounding rules and rounding to 10's from previous class. Watch video on Brain Pop Jr https://jr.brainpop.com/math/numbersense/rounding/ Present whiteboard giving students examples of numbers – students tell the two hundreds that the number falls in between then what it rounds to. Students can share their screen to show answers or write in the chat. Students will complete Google slides to show what they learned.
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> Personal or school issued technology devices Internet or Hot Spot availability for students Alternate option for students lacking Internet - paper copy of lesson and learning activity Digital resources: Brain Pop Jr Google classroom meeting with teacher during regular scheduled time of class.
Assessment(s) (evidence of learning)
<ul style="list-style-type: none"> Students slides will be checked for understanding and private comments given when they are returned. Online assessment
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"> All IEP students will be provided with number lines counting by 10's and 100's, if needed. Extra support will be given from Special Education teacher. Students needing added help and/or extra time can join office hours for extra assistance ESL teacher communication provided for alternative translation and support, if needed.
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)
The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.

Math courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
2.9.G.A	Identify and use properties and relations of geometric figures; create justifications for arguments related to geometric relations
CC.2.3.4.A.3	Recognize symmetric shapes and draw lines of symmetry.
CC.2.3.8.A.2	Understand and apply congruence, similarity, and geometric transformations using various tools.
CC.2.3.HS.A.3	Verify and apply geometric theorems as they relate to geometric figures.
CC.2.3.HS.A.7	Apply trigonometric ratios to solve problems involving right triangles.

Lesson Title
The Building Blocks of Geometry
Lesson Goals (planned instructional outcomes)
-define, draw, and find real-world examples of basic geometric forms -classify shapes using a variety of criteria (sides, angles, faces, etc.) -find the distance between two points (on a map or a Cartesian plane)
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson. Video clip made by the teacher in Google Meet that helps explain: How can we identify and classify shapes and structures that we see in our everyday lives, what are their properties, and how can we use information about those shapes to discover things about them that are not immediately obvious? 2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback. Using, Boardworks or other interactive and engaging activity, the teacher can reinforce a concept using the interactive lessons together as a class and then assign independently. 3. Reinforce: Create an additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc. YouTube video clip - https://www.youtube.com/watch?v=k5etrWdIY6o Points, Lines, & Planes Geometry in the Real World - https://www.youtube.com/watch?v=rnhA2hitPwU 4. Lesson Extension: Instead of homework, assign voluntary 'lesson extensions' for students. Draw real world objects that can represent the following terms
Resources (materials and/or tools required to complete the activities)
<ul style="list-style-type: none"> Personal or school issued technology devices Internet or Wi-Fi availability for students check Google classroom meeting with teacher during regular scheduled class Alternate option for students lacking internet – paper copy of lessons and learning activity Boardworks YouTube
Assessment(s) (evidence of learning)
Use the following list of shapes/lines to complete this section of the assessment: Square, Rectangle, Parallelogram, trapezoid, pentagon, right triangle, equilateral triangle, kite, rhombus, isosceles triangle, line, line segment, ray, parallel lines, perpendicular lines, circle, prism, cone, pyramid, cylinder. 1. Find an

example from the real world of ten different shapes from the list above. Take a picture, find a picture online, describe something. 2. Design a poster or other way to display the picture, identify the shape that is represented and describe at least one attribute of the shape that is portrayed by the object. What shape do I see in this picture, and how do I know it is that shape? Performance Assessment Scoring Rubric: Points Description 4 • Student presents ten pictures of ten different objects representing ten different shapes. • Objects are easily identified as the shape they represent. • Well-written explanation is given for each picture. • Project is presented in a neat and organized fashion. 3 • Student presents ten pictures of ten different objects representing ten different shapes. • Some objects may not clearly be identified as the shape they represent. • Explanations are given for each picture, though some may not be well written or clear. • Project is neatly presented. 2 • Student presents ten pictures of ten different objects representing ten different shapes. • Many objects are not clearly identified as the shape they represent. • Explanations are not clear, or some explanations are missing. 1 • Student is missing some pictures or has multiple pictures representing the same shape. • There are few explanations. 0 • Project is mostly or completely incomplete or incorrect.

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.)

- Google Classroom Meeting with teacher and/or roster teacher (special education teacher, EL teacher, etc.) • All IEP students will have additional support and will communicate with roster teacher: The roster teacher will connect/provide read aloud material, check on student's progress, break complex tasks down to smaller more manageable tasks, opportunity for assignments, quizzes and/or tests, to be simplified, highlighting of important directions, extended time on tests, quizzes, assignments.

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)

The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.

Science- grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.1.B.A4	Summarize the stages of the cell cycle. Examine how interactions among the different molecules in the cell cause the distinct stages of the cell cycle which can also be influenced by other signaling molecules. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction. Compare and contrast a virus and a cell. Relate the stages of viral cycles to the cell cycle.
3.1.B.A5	Relate the structure of cell organelles to their function (energy capture and release, transport, waste removal, protein synthesis, movement, etc). Explain the role of water in cell metabolism. Explain how the cell membrane functions as a regulatory structure and protective barrier for the cell. Describe transport mechanisms across the plasma membrane.
3.1.B.B2	Describe how the process of meiosis results in the formation of haploid gametes and analyze the importance of meiosis in sexual reproduction. \Compare and contrast the function of mitosis and meiosis. \Illustrate that the sorting and recombining of genes in sexual reproduction results in a great variety of possible gene combinations in offspring.

Lesson Title
High School Science – The Cell Cycle
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> Students will: Use the notes provided in Google Slides, and/or Boardworks, to create a model to demonstrate the process of mitosis or meiosis.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<ul style="list-style-type: none"> Students will attend online session with teacher through Google Classroom for initial instruction. Session will be recorded for additional review, if necessary. Review of vocabulary (below) Students will reflect in their journal Independent Learning: Review samples, watching the video clip of teacher discussion (see resources below), answering content-based questions Alternate option for students lacking Internet - paper copy of lesson and learning activity will be provided to any student prior to FID. <p>1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson.</p> <ul style="list-style-type: none"> Video Clip of Teacher Instructing on - The Cell Cycle (tutorial) http://www.biologycorner.com/APbiology/inheritance/9-1_mitosis.html Using Boardworks, the teacher will briefly review basic writing features and audience and will then have a discussion on The Cell Cycle Adenosine triphosphate (ATP): Chemical compound that living things use to store and release energy. Cell Cycle: A sequence of growth, development and division of a cell. Centromere: The region where two sister chromatids are attached. Cyclin: A protein that regulates the cell cycle in eukaryotic cells. Cytokinesis: The division of a parent cell's cytoplasm resulting in two daughter cells. Daughter Cell: The offspring cell that is the result of the division of a parent cell. Eukaryotes: Cells that have a nucleus and membrane bound organelles. Genome: All of an organism's hereditary information. Mitosis: The process by which a mother cell divides into two identical daughter cells. Organelle: A structure within a cell that performs a specific task. Prokaryotes: Cells that lack a nucleus and have no membrane bound organelles. Sister Chromatids: A chromosome and its duplicate. <p>2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback.</p> <p>3. Reinforce: Create an</p>

<p>additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc. 4. Lesson Extension: Instead of homework, assign voluntary 'lesson extensions' for students. • Mitosis: The Amazing Cell Process that Uses Division to Multiply! https://www.youtube.com/watch?v=f-lDpGEfAHI • Reflect in journal</p>
<p>Resources (materials and/or tools required to complete the activities)</p>
<p>• Personal or school issued technology devices • Internet or WiFi availability for students • Alternate option for students lacking Internet - paper copy of lesson and learning activity • Google classroom meeting with teacher during regular scheduled time of class. • Google Slides • Journal</p>
<p>Assessment(s) (evidence of learning)</p>
<p>• Describe the events that occur in each of the three main stages of the cell cycle – type and submit in Google Docs Points Description 2• The student correctly identifies the three main stages of the cell cycle: interphase, mitosis, and cytokinesis. Stages may be presented in writing or in a diagram. • The student correctly describes the events that occur in all three of the stages. 1 • The student correctly identifies the three main stages of the cell cycle: interphase, mitosis, and cytokinesis. • The student correctly describes the events that occur in one or two of the stages. 0 • The student does not correctly identify the three main stages of the cell cycle. • The student does not correctly describe the events that occur in all three of the stages.</p>
<p>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>
<p>• Google Classroom Meeting with teacher and/or roster teacher (special education teacher, EL teacher, etc.) • All IEP students will have additional support and will communicate with roster teacher: The roster teacher will connect/provide read aloud material, check on student's progress, break complex tasks down to smaller more manageable tasks, opportunity for assignments, quizzes and/or tests, to be simplified, highlighting of important directions, extended time on tests, quizzes, assignments.</p>
<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>
<p>The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.</p>

Social Studies- grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
6.2.U.A	Analyze the flow of goods and services in the national economy.
8.1.U.A	Evaluate patterns of continuity and change over time, applying context of events.
CC.8.6.9-1 O.H.	Draw evidence from informational texts to support analysis, reflection, and research.

Lesson Title
The Industrial Revolution
Lesson Goals (planned instructional outcomes)
<ul style="list-style-type: none"> Students will understand and explain the role of technology in the industrial revolution in the United States. Students will be able to identify key pieces of machinery which drove the industrial revolution.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<p>1. Instruction: Include a short video of yourself, Power Point, visual, etc. to introduce each lesson. This introduction should include examples by sharing your screen, visuals that help teach the skill, pictures that show a step by step process, etc. while introducing the lesson. 2. Independent Practice: A few questions, problems, etc. that will help the teacher determine if a skill has been met. This should give the teacher a better understanding of where the student is, what problems they may be having and where, etc. Provide Feedback. 3. Reinforce: Create an additional source that goes along with the skill introduced. This can be an additional Brain Pop Video, You Tube Video, a different reading prompt, a different example of teaching the skill, etc. 4. Lesson Extension: Instead of homework, assign voluntary 'lesson extensions' for students. Students will first explore a narrated Google Slides presentation in which the teacher will share their screen, and write briefly about the origins of the industrial revolution and technology. Students will, at their own pace, analyze the presentation, looking at graphic organizers, and infographics throughout to solidify the origins of the industrial revolution, and the implications of it. Students will explore how each of the industries in the United States was changed through the industrial revolution, and how they became more efficient. Students will then complete a graphic organizer, and cite evidence of several inventions that changed the United States and our economics, who created them, and how those inventions changed, and impacted life in the United States. Student answers will be checked for understanding, and to ensure they understand the cause and effect of the technology being used. Students will then watch a brief YouTube video on the industrial revolution, and write their thoughts about the video, citing 3 facts, and responding to one of their classmates. Students can complete the lesson extension by creating a short timeline of the major events of the industrial revolution.</p>
Resources (materials and/or tools required to complete the activities)
Google Classroom, Google Slides Presentation, YouTube, Graphic Organizer, Timeline. Students without internet access can be given a physical copy of all information.
Assessment(s) (evidence of learning)
The goals and objectives would be assessed and measured through the assessment of student responses, and completed materials (Graphic organizer, timeline, and student responses). Constant contact and communication with students through the online medium also allows for checking for overall understanding of class material.

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.)

Student modifications will be made using IEP Specific modifications. Students will be working in a group setting to accommodate collaboration between students, and aid in understanding. Student graphic organizers will be modified to fit individual needs, as well as having the option to choose which pieces of evidence they will include.

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)

The North Schuylkill School District will accommodate students with no Internet access by providing hot spots and/or paper copies of assignments and resources prior to the FID.

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.)
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)

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
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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.)
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)

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

2023-03-15

Uploaded Files

BoardAffirm_FIDSY2122.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
Robert J Ackell	2023-05-04