

Profile

LEA Name		AUN
McKeesport Area SD		103026002
Address Line 1		
3590 O'Neil Boulevard		
Address Line 2		
City	State	Zip
McKeesport	PA	15132
LEA Phone Number		LEA Phone Extension
4126643610		
Single Point of Contact Name		
Jane Coughenour		
Phone Number		Phone Extension
4129481317		
Email		
jcoughenour@mckasd.net		
Chief Administrator Name		
Dr Tia M Wanzo		
Phone Number		Phone Extension
(412)664-3612		(412)664-3612
Email		
twanzo@mckasd.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

- 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.

Our school district website, communications with families through our school messaging system, and newsletters will have information about the FID program. We will communicate that the school district is applying to PDE to utilize FID days, if we are approved, and how students, families, staff, and the community will be notified in the case that a FID will be used. McKeesport Area School District is applying for to PDE to utilize Flexible Instruction Days (FIDs), which may be used in place of a school day that would be canceled because of inclement weather or another emergency situation. On a FID, students will complete learning activities and assignments provided by their teachers at home. Implementing a FID will not require additional make-up days when school is canceled. These make-up days could shorten the spring break or extend the school year. The District can use up to five FIDs per school year. FIDs are considered a school day and count toward the number of instructional days/hours required under Article 15 of the Public School Code and Chapter 11 of the State Board of Education regulations. If the District calls for a FID: Students and parents/guardians will be informed of a FID through the District's notification systems in the same way that school closings and delays are currently announced. Notifications will be distributed via School Messenger and will be posted on the District's website, www.mckasd.net Staff will be informed of a FID through the District's notification systems (email, school messaging, school closing news alert). Prior to the use of a flexible learning day, students, parents, and professional staff will learn about FIDs through newsletters, staff meetings, and the use of our social media sites (Facebook, Twitter), and the district's website. Students, parents, and professional staff will be notified about the utilization of a flexible instructional day using a mass phone notification, the local news stations, our social media sites, and the district's website.

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.

Elementary students will work on a FID lesson unique to their grade level. A team of elementary educators will develop lessons which will include a checklist of possible activities for a student to complete and these will be posted on Google classroom. These choices will include core and special area classes. Students will have three school days, once school resumes, to complete their learning activities for grading purposes. Any student who fails to complete their FID assignment and/or logs in for instruction or contacts their teacher/school with any difficulty logging in will be marked as absent unexcused from school and if not completed within three days will receive a zero on any graded assignment that was not submitted. Middle School and High School students are expected to log on to Google Classroom to access assignment information. Each individual course will have a FID module available which will contain the FID activities/lesson for the day. This material will be available no later than 9:00 a.m. on the FID. If a child does not have Internet access, the child/family will need to contact his or her teacher by the next school day. Students will have three school days, once school resumes, to complete their learning activities for grading purposes. Any student who fails to complete their FID assignment and/or logs in for instruction or contacts their teacher/school with any difficulty logging in will be marked as absent unexcused from school and if not completed within three days will receive a zero on any graded assignment that was not submitted. All teachers and professional staff members will be available via email during a FID. This includes special area teachers such as music, art, library, physical education, learning support, teachers in specialized programs, reading specialists, and school counselors, nurses, social workers, speech therapists, interventionists, and principals, unless the individual is ill that day. All school-based staff members will be available to answer questions on a FID via email. The student technology help desk will also be available. The FID lesson will be designed for students with special needs utilizing their program modifications, specially designed instruction and supplementary aids and services identified in their individualized education plans. Upon return from a FID, teachers of students with special needs will meet with their students to review work submitted, checking for completion and understanding. Any related services (Physical Therapy, Occupational Therapy, Speech, etc.) scheduled during the FID will be rescheduled according to the frequency requirements of the students' individualized education plan. All FID assignments will be posted on the Google Classroom. Staff and students use are expected to use their school issued chrome devices and/or I pads. Information about internet access is provided at the start of each school year and teachers and counselors work to identify any students and families in need of hot spots. The schedule for FIDs mimic the typical school day. Schedules are provided to students on the Google Classroom. The mode of instruction is synchronous. Lesson plans are designed by teachers with appropriate accommodations and modifications for their students. All regular and special education teachers teach their regular schedule on FIDs.

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?

If students experience difficulty while accessing instruction at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. All materials will be accessible on Google Classroom, and students can complete assignments asynchronously. Students can get assistance from teachers through Google Classroom or email. The main office can be contacted and a voicemail can be left for the teacher if a student is not able to access resources. Students will be marked absent and an excuse may be required depending upon the circumstances contributing to an inability to access FID instruction. If there is a problem with technology that day or a student has problems accessing the materials, the student and/or family should contact the school or send a note to school the following day. Teachers can let students know what they can complete at home if they are not able to access the materials via google classroom. All materials and resources will be posted on Google Classrooms. The google classroom is utilized starting from the beginning of the year to get students acclimated with accessing the work and submitting their assignments. Efforts are made at each school to make sure all students have access to technology and internet services. Google classroom can be accessed through the district provided device, smart tablet, phone, etc. The teacher and/or school should be contacted if the student is not able to access. Attendance will be tracked by teachers with students who logged into complete work and/or communicated via email, voicemail, or phone call about needed accommodations. The materials and resources will be relevant because these days are synchronous. Even if staff is unable to report to the building, they are provided with district laptops which they are to take back and forth from school to home to be able to provide live, synchronous instruction for a FID. Attendance will be tracked by teachers with students who logged into complete work and/or communicated via email, voicemail, or phone call about needed accommodations.

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 report on a flexible instructional day if the building is operable. The schedule will mimic a typical day schedule. If staff needs to work from home, they will utilize their district provided devices to provide synchronous instruction from home. Prior to the flexible instructional day, teachers will prepare the lesson for their specific classes. On the utilized flexible instructional day, professional staff will be in their respective buildings to provide live, synchronous instruction that mimics their typical schedule. They will have time designated to answer emails, return phone calls, and communicate with students and families. Nurses, counselors, and school psychologists will also be in attendance for student specific needs which may occur on the flexible instructional day.

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?

Students will be provided with a schedule on the Google Classroom. Links for synchronous instruction will be there also. All materials and resources that they will need to complete will be posted on the Google Classroom with instruction. The learning activities and assignments may include enrichment activities, extensions to the current lesson, or preview concepts and skills in an upcoming lesson. All assignments are aligned to the district's curriculum and are setup for most students to complete independently. Younger students or students with accommodations may require some adult supervision. Students are expected to submit completed assignments through the Google Classroom (within 3 days of the FID for grading purposes). Attending live instruction sessions and/or completing Google assignments on the FID day and/or contacting teacher regarding what to complete in the case of no internet access will be proof of attendance. Attendance will be tracked by teachers with students who logged into complete work and/or communicated via email, voicemail, or phone call about needed accommodations. If students experience difficulty while accessing instruction at home, the parent/student must communicate with the teacher. The main office may be contacted and/or a teacher's email and/or voicemail. All materials will be accessible on Google Classroom, and students can complete assignments asynchronously. Students can get assistance from teachers through Google Classroom or email. The main office can be contacted and a voicemail can be left for the teacher if a student is not able to access resources. There is also a technology help desk number provided to families.

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

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

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

Student accountability is kept through a combination of the following methods: Google Form, Zoom attendance, assignment completion. Attending live instruction sessions and/or completing Google assignments on the FID day will be proof of attendance. Attendance will be tracked by teachers with students who logged into complete work and/or communicated via email, voicemail, or phone call about needed accommodations. If students experience difficulty while accessing instruction at home, the parent/student must communicate with the teacher. The main office may be contacted and/or a teacher's email and/or voicemail. All materials will be accessible on Google Classroom, and students can complete assignments asynchronously. Students can get assistance from teachers through Google Classroom or email. The main office can be contacted and a voicemail can be left for the teacher if a student is not able to access resources and teachers will respond to inform students of how work can be completed. There is also a technology help desk number provided to families. Teachers use those methods to track attendance for the FID day. Grading for the assignment will be completed within three days after the FID takes place. On the fourth day, students who did not complete work will be given a zero for the work. If the student was ill or had another reason for excused absence, the student and parent should follow district policy regarding absences.

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.1.2.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Lesson Title
Grade 2 / Subject ELA
Lesson Goals (planned instructional outcomes)
Students will: • Review robust vocabulary words in the context of a story. • Use context clues to help convey the meaning of the word. • Identify synonyms and antonyms of robust vocabulary words.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will: 1. Read the story Rainforest Babies. (Options for reading: Read Independently, Read together with a family member/caregiver, Listen to the audio version on your Think Central student account). 2. Review the anchor charts on context clues, synonyms and antonyms. 3. Follow the directions to complete the vocabulary activities that go along with the story. 4. Reread portions of the text to help answer the questions.
Resources (materials and/or tools required to complete the activities)
All resources and materials will be posted on Google Classroom • Rainforest Babies Story • Context clues Anchor Chart • Synonyms and Antonyms Anchor Chart • Vocabulary Student Notebook Pages • Writing Utensil/ District Device • Optional (Computer to access Think Central-online student book)
Assessment(s) (evidence of learning)
Students will complete the work on Google Classroom Students will demonstrate their: • Understanding of the robust vocabulary words by completing the vocabulary student notebook pages. • Understanding of context clues by completing the vocabulary student notebook pages. • Ability to identify synonyms and antonyms by completing the vocabulary student notebook pages.
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.)
For struggling learners: • Options for accessing the text are provided (read with an adult, listen to an audio version). • Shorter responses are acceptable or highlighting/underlining text evidence if written response is difficult. For English learners: - Text can be provided in Spanish if needed - Work may be posted that is appropriate to their individual learning goals
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)
This lesson can be done without internet access. Students can use and turn in paper copies of their work up to five days after their return to school. Students without internet access can also receive in-person help from their teachers up to three days after their return to school. If students experience difficulty

accessing Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers can respond with what activity/assignment they should complete from their school materials.

ELA courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.5.9–10.G	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Lesson Title
Grade 9 - Subject English 9 - Colon Identification and Usage
Lesson Goals (planned instructional outcomes)
INSTRUCTIONAL OUTCOMES: Students will: • Understand the functions of a colon within a sentence • Identify proper use of a colon to introduce a list or quotation • Use a colon to introduce a list or quotation within a sentence
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
STUDENT PARTICIPATION: Students will: 1. Read the Instruction Sheet about the rules for using a colon to introduce a list or quotation. A link to additional supporting instructional material may be provided. However, the Instructional Sheet will be inclusive of all information students must know to reach the instructional objective. 2. Complete Keystone-style multiple choice practice questions. 3. Write sentences incorporating the use of a colon to introduce a list. 4. Write sentences incorporating the use of a colon to introduce a quotation.
Resources (materials and/or tools required to complete the activities)
• Writing Utensil • Instructional Sheet • GrammarBytes.com instructional website link - https://www.grammarly.com/blog/colon-2/ • Keystone-Style Practice Sheet • Sentence-Writing Sheet
Assessment(s) (evidence of learning)
EVIDENCE OF LEARNING Students will demonstrate their: • Understanding of the functions of a colon within a sentence by completing Keystone-Style questions. • Ability to identify proper use of a colon to introduce a list or quotation by completing Keystone-style questions. • Ability to properly use a colon to introduce a list by writing sentences correctly. • Ability to properly use a colon to introduce a list by writing sentences correctly.
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.)
For struggling learners: • Regarding the Instructional Sheets, the information may be annotated, chunked, or diffused to elicit comprehension. • Regarding the Keystone-style multiple choice practice, fewer questions may be offered, easier to moderate questions may be used, questions may be annotated or highlighted, and/or fewer answer choices may be offered. • Regarding the sentences, fewer sentences may be required, sentence pairs may be provided requiring a student to identify the correct choice, and/or graphic organizer-style answer blocks may be provided for structure. For advanced learners: • Regarding the Instructional Sheets, the information may be more sophisticated and detailed. • Regarding the Keystone-style multiple choice practice, more questions may be offered, moderate to more difficult questions may be used, answer choices may require a deeper understanding of the material to delineate between closely related choices, and/or more answer choices may be offered. • Regarding the sentences, more sentences may be required, paragraph-style incorporation of related sentences may be required.
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)

This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

Math courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.5.A.1	Interpret and evaluate numerical expressions using order of operations.

Lesson Title
Use Order of Operations to Evaluate Expressions
Lesson Goals (planned instructional outcomes)
Students will: • Learn the order of operations. • Understand the need for the order of operations. • Evaluate numerical expressions (with no grouping symbols) correctly using the order of operations. • Translate simple word problems into numerical expressions.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
STUDENT PARTICIPATION: Students will: 1. Review the Key Vocabulary and Order of Operations Anchor Chart or complete the online tutorial: http://www.learnalberta.ca/content/mec/flash/index.html?url=Data/1/A/A1A2.swf 2. Complete Math Sheet 1 to practice using the order of operations. 3. Review the key (colored paper) to check work and review the anchor chart if they made an error. 4. Complete Math Sheet 2 for additional practice. 5. Review the key (colored paper) to check work and review the anchor chart to understand errors. 6. Complete Math Sheet 3 to practice test type questions. 7. Optional: Go to this website to see how many expressions they can evaluate correctly in 2 minutes: https://cemc2.math.uwaterloo.ca/mathfrog/english/kidz/order.shtml
Resources (materials and/or tools required to complete the activities)
All work will be posted on the Google Classroom • Order of Operations Anchor Chart or Optional Online Tutorial • Math Sheet 1 • Math Sheet 1 Key (Colored Paper) • Math Sheet 2 • Math Sheet 2 Key (Colored Paper) • Math Sheet 3 • Computer with internet access (optional) • Calculator (optional) • Let's Go Golfing Math Sheet (optional) • Writing Utensil
Assessment(s) (evidence of learning)
Assignments will be checked on the Google Classroom. Students will demonstrate their: • Understanding of how to use the order of operations to evaluate numerical expressions by completing the problems on the math sheets. • Ability to evaluate numerical expressions (with no grouping symbols) correctly using the order of operations and to translate simple word problems into numerical expressions by completing the Math Sheet 3 with test type questions.
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.)
For struggling learners: • Provide a calculator for students who struggle to recall basic facts. • Consider reducing the number of questions /answers. • Students who need additional practice may find this online game, Calculator Chaos, to be beneficial. Students practice using operations to generate a target number given a broken calculator, with select keys and numbers. http://www.mathplayground.com/calculator_chaos.html - Alternative assignment may be provided on Google Classroom to align with student IEP goals.
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)

This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

Math courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CCSS. A1.1.2.1	Write, solve, and/or graph linear equations using various methods.

Lesson Title
Writing Linear Equations
Lesson Goals (planned instructional outcomes)
Students will: • Understand how information about a given line can be used to determine slope and y-intercept. • Write linear equations in slope-intercept form based on the given information about a line.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will: 1. Review vocabulary and notes associated with slope intercept form. 2. Complete part 1: Writing equations in slope-intercept form given slope and y-intercept of the line. 3. Complete part 2: Write equations in slope-intercept form given a graph with two indicated points of a line. 4. Complete part 3: Write equations in slope-intercept form given a point and slope of a line. 5. Complete part 4: Write equations in slope-intercept form given two points of the line.
Resources (materials and/or tools required to complete the activities)
• Worksheet parts 1-4 Writing Linear Equations Review • Slope-Intercept form guided notes • Writing Utensil • Calculator (optional) • Graph paper (optional)
Assessment(s) (evidence of learning)
Students will demonstrate their: • Understanding of how different information about a line can be manipulated to write an equation in slope-intercept form. • Ability to use a graph, a point and slope, or two given points to write the slope-intercept form for a given line.
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.)
For struggling learners: • Provide a calculator for students who struggle recalling basic facts. • Provide graph paper for students to create visual aids. • Reduce the required number of completed questions. For advanced learners: • Require students to choose one example from each part and provide a word problem that would match the equation. • Require students to graph each equation and prove its accuracy with the provided information. • Play http://www.math-play.com/slope-intercept-game.html .
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)
This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

Science - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
BIO.A.1.1	Explain the characteristics common to all organisms
BIO.A.1.1.1	Describe the characteristics of life shared by all prokaryotic and Eukaryotic organisms

Lesson Title
Grade 10 - Subject Biology - Characteristics of Living Organisms -1 day lesson (not entire unit plan)
Lesson Goals (planned instructional outcomes)
Students will: Understand characteristics common to living organisms. Apply this knowledge to identify the characteristics within a description of an item. Use support from the description to write a paragraph identifying an item as living or non-living.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Review Chapter One Guided Notes, specifically the following question: "What are characteristics of ALL living things? 2. Students will conduct a multiple read of the passage "The Martian and the Car" choosing a role of a Prosecutor arguing that the car IS NOT a living thing for the following purposes or that of a Defense Attorney defending that the car IS a living thing; - First Read: Identify characteristics that show the car is a NON-LIVING thing and list them under "Prosecutor" - Second Read: Identify characteristics that show the car is a LIVING thing and list them under "Defense Attorney" 3. Students will "weigh the evidence" to determine for themselves whether the car is living or is non-living and write a paragraph supporting their answer
Resources (materials and/or tools required to complete the activities)
Writing Utensil Guided Notes/Notebook "The Martian and The Car"
Assessment(s) (evidence of learning)
Students will demonstrate their: Understanding of characteristics of living and nonliving by properly identifying them in either the prosecutor or defense attorney sections. Ability to determine whether an item (car) is living or nonliving through writing a paragraph of support.
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.)
For struggling learners: • Regarding the Guided Notes and Reading passage: the information has been annotated, chunked, diffused, or more detailed to elicit comprehension. • Additionally, students will be directed only to find the non-living characteristics. • Regarding the paragraph, a shorter length may be required such as a bulleted list. Additionally, other students may be directed to specifically write a paragraph supporting the car as non-living. For advanced learners: • Regarding the Guided Notes, students may be asked to annotate the existing information to make meaning of the text. • Regarding the passage and lists, students may be asked to annotate reasons for their choices. • Regarding the paragraph, students may be asked to include more details not present in the passage from prior knowledge, notes, or internet research. Additionally, students may be challenged to write another paragraph supporting whether a virus is living or non-living
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)

This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

Social Studies - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
Civics and Government 5.1.9.D	Compare and contrast the basic principles and ideals found in significant documents.

Lesson Title
The Preamble to the US Constitution
Lesson Goals (planned instructional outcomes)
Students will" - Brainstorm ideas and procedures that need to be in place for a new government. - Define and understand the language and vocabulary used in the Preamble. - Better understand the preamble by using paraphrasing and comprehension techniques.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Complete a Close Reading lesson on The Preamble to the Constitution. Read the Preamble Define key terms in the preamble. Write a modern paraphrase of the Preamble.
Resources (materials and/or tools required to complete the activities)
Writing Utensil The Preamble to the Constitution: A Close Reading Preamble Paraphrasing Sheet Teacher's Guide of the lesson materials Dictionary (online or print) and/or Book Glossary
Assessment(s) (evidence of learning)
Students will demonstrate their: Understanding of the ideology and purpose of the Preamble through speaking and writing. Ability to paraphrase the Preamble into their own words.
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.)
For struggling learners: Provide a dictionary or glossary Provide a definition sheet Reduce the number of questions on the Close Reading assignment. Provide a breakdown for the meaning of each sentence in the preamble. Provide a list of possible sentences to include in a written preamble that students say should be included or should not be included in a modern translation. For advanced learners: Write an essay comparing the phrases used in the preamble to the ideals and procedures brainstormed in the close reading step of the lesson.
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)
This lesson can be done without internet access on the FID. Within three days after the FID, students can get in-person assistance on the lesson and turn in any required evidence of learning.

Career Technology Education / Center Program Exemplars

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

Yes

CIP Code	CIP Title
50.0402	Commercial and Advertising Art
Program/Course Name	Grade Level
Commercial and Advertising Art	<ul style="list-style-type: none"> Grade 10 Grade 11 Grade 12

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

Alpha Numeric Descriptor	Standard Descriptor
13.2.11.E	Career Acquisition (Getting a Job) Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

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
201	Identify safety protocols related to ergonomics.
205	Demonstrate cutting procedures following established safety protocols.
206	Investigate hazard communication, environmental, and SDS laws.

Lesson Title
Career Safety and OSHA
Lesson Goals (planned instructional outcomes)
Students will: Be familiar with the role of the Occupational Safety and Health Administration Know their basic rights and responsibilities as employees as well as those of their employers
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will: 1. Become familiar with the role of the Occupational Safety and Health Administration through either the use of the PowerPoint or the print materials. 2. They will further explore of the role of OSHA by using either the sites or the printed handouts provided. 3. Finally they will read and summarize a worker's rights and "Right to Know" using worksheet 4. Students culminating task will create an informational flyer or other mode of writing on the role of OSHA and Summarize a worker's rights and "Right to Know" in a writing
Resources (materials and/or tools required to complete the activities)
Students who have internet access may use Reference material - http://osha.gov/about.html and the teacherr created PowerPoint presentation Students who do not have internet access may use printed materials - The four main events that led to OSHA laws – research worksheet & the "Right to Know" informational handout
Assessment(s) (evidence of learning)
Explain, in writing, the history of OSHA and summarize, in writing, a worker's rights and "Right to Know"
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.)
For struggling learners and students with IEPs • Students will receive a printed copy of the PowerPoint lesson to review • Students will be given a choice of one of the two tasks to complete - giving the student additional time to complete the task. • Students will receive a task sheet listing the bullet points to include in their written explanation of a worker's "Right to Know." For advanced learners: Complete a poster design pertaining to who is covered by OSHA and who is not. or Draw an illustration of one or more of the four main events that led to OSHA laws
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)
This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

CIP Code	CIP Title
Code 15.9999	CIP Title Engineering Technologies
Program/Course Name	Grade Level
Engineering 1 and 2	• Grade 11

	<ul style="list-style-type: none"> Grade 12
--	--

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

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.HS.F.3	Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs, and data displays
CC.2.1.HS.F.4	Use units as a way to understand problems and to guide the solution of multi-step problems.

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
603	Perform metric to U.S. system conversions

Lesson Title
U.S. to Metric Conversions
Lesson Goals (planned instructional outcomes)
Students will: Convert various U.S. conversions to metric conversions Convert metric conversions to U.S. Conversions. Determine if their conversions are appropriate.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Students will: 1. Become familiar with the different metric units using either a teacher created PowerPoint or a printed version of that Power point if no internet access is available. 2. They will look at the various prefix units (micro, centi, milli, pica, etc.). 3. They will Convert within the metric system, adding or subtracting zero's on numbers based on the size and scale of the number and the prefix either on a Google assignment or paper. All students will be given paper copies of conversion factors for U.S. to metric conversions to assist in this task sheet. 4. Students will complete either a digital or print version of a Task sheet practicing applying the US conversion factors to Metric units to convert and applying the Metric conversion factors to Metric units to convert.
Resources (materials and/or tools required to complete the activities)

Print copies of Chart showing conversions within Metric units and charts showing US to Metric Conversions and Metric to US conversions. PowerPoint presentation (digital AND printed copies) Print copies of task sheets
Assessment(s) (evidence of learning)
On a task sheet the students will: • Accurately Convert Metric to Metric numbers • Accurately convert US to Metric numbers • Accurately convert Metric to US numbers.
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.)
For struggling learners: Students will receive copies of the conversion charts for inter-metric conversions and the conversion from US to metric and Metric to US conversions. The students will be given extended time to complete their assignment. The students will be given examples and guided practice to complete their assignments. For advanced learners: The students can convert US to Metric conversions as well as other types of conversions. The students will convert numbers from Decimal to Binary, Decimal to Octal, and Decimal to Hexadecimal.
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)
This lesson can be done without internet access. If a student experiences difficulty accessing assignment directions on Google Classroom at home, the parent/student must communicate with the teacher. The main office may be contacted or a teacher's email and/or voicemail. Teachers will respond with what activity/assignment they should complete from their school materials.

Signatures and Assurances

Upload of School Board Minutes or Affirmation Statement

Date of Approval

2023-04-26

Uploaded Files

FID Board Affirmation Statement 103026002.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
Tia M. Wanzo	2023-05-11