

DRAFT

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Narratives

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

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

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

Warwick School District facilitated a board presentation the first year of implementing FIDs. Since then, we continue to communicate to every family at the start of the year, as well as posting in the district website information related to the plan at the start of the school year. We have a section on our website that reviews the information regarding FIDs. This notice provides the following information:

Definitions of flexible instructional day Predicted uses for flexible instructional days Student submission procedures Attendance Procedures Teacher access time. Internet Access & Providers Technology Contacts for the District:

When taking a FID, Warwick School District utilizes Blackboard Connect email or phone call to notify families and students, website postings and a set of local media outlets to communicate with families. Teachers are informed through email from the Superintendent of Schools notifying them of the FID possibility and/or confirming the FID as soon as possible after the decision is made. In addition, Principals communicate directly with staff related to attendance procedures and other FID requirements.

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 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.

Since the emergency of COVID-19 in the spring of 2019, Warwick has been able to provide a device to each student and professional staff member to facilitate virtual instruction. Internet was provided through temporary means by local providers. Some of these supports remain. In addition, families can contact our social worker for additional support to secure internet service. Warwick has purchased hot spots for families who are in need of support to utilize in these circumstances. Lastly, the Lititz Public Library is providing several hotspots for families who choose not to have internet access, but may want to reserve this access for flexible instructional days. The FID will be structured similar to a 2-hour delay. Staff will have planning time first thing to create and/or finalize the instruction and post or share with students by 10am on the FID. Students may follow the 2-hour delay schedule to complete their work OR they may complete it in any order they prefer. Teachers are available to answer questions after 10am and until the end of the typical student day. Students are encouraged to take a 30-minute lunch and various brain breaks as they complete their assignments. Elementary students are provided with a schedule to follow if they prefer, but again, the work is flexible for the day due to various family needs and commitments. The mode of instruction will be through technology utilizing the typical learning management systems available to students all day. However, the work remains asynchronous. If there are issues with technology during a flexible instructional day, teachers will distribute and collect alternative assignments, which include paper and pencil tasks. Grades will not be negatively impacted for internet access interruptions. Teachers will allow work to be completed up to 3 school days after the flexible instructional day for full credit. Students who are in need of additional services or specially designed instruction will have those services available to them on the FID. Providers may accommodate the work, provide support for students or provide alternative assignments/services during the FID. Families have the contact information for these providers and can reach out if students are struggling. Case managers and service providers also monitor student progress monitoring for additional recommendations of supports during FID service time.

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 there are issues with technology during a flexible instructional day, teachers will collect alternative assignments, which include paper and pencil tasks. Grades will not be harmed for internet access struggles. Teachers will allow work to be completed up to 3 school days after the flexible instructional day for full credit. Teachers provide information through the Learning Management System and discuss with students during the beginning part of the school year where to find the resources for potential FID days. When inclement weather is predicted, teachers also review this information so that students are aware of the location of their assignments. Additional materials, including pencil/paper tasks, are distributed in packet-style for students as well. Professional staff are available to students to answer questions between 10am and the end of the student day. Families and students are reminded of this resource each time a FID day is initiated. Professional staff adjust the instruction for FID to make the lessons relevant. Families must complete attendance information on each FID and students must complete the work from the FID in order to be counted as present for the day. Families can work with the school teams and social workers if there are extenuating circumstances that must be addressed. In addition, students have 3 days upon returning to school to complete the FID work allowing for flexibility based on unique situations.

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.).

Staff will need to be available to students for questions. Due to personal responsibilities, this access is flexible based on the teacher's schedule, but should be a minimum of one hour of time between the hours of 8am and 3:00pm. Other duties include the preparation for the day, establishing strong and engaging curriculum-based lessons that are flexibly designed to meet needs regardless of timing. This is also answered on our FID day FAQs for families: What if my child needs help with a lesson/assignment on a FID, will teachers be available to answer questions? Yes, all school-based staff members will be available to answer questions on a FID via email during normal school hours. The student technology help desk will also be available. Technology contacts for Families and Students: Email address: support@warwicksd.org Website resources: warwicksd.org/support Phone: (717) 626-3706

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 need access to the work (virtual or paper/pencil) and the appropriate support to complete the tasks. Students should complete all activities and submit as the teacher directs. Students will have 3 school days after the flexible instructional day to submit activities. Families must complete attendance information on each FID and students must complete the work from the FID in order to be counted as present for the day. Families can work with the school teams and social workers if there are extenuating circumstances that must be addressed. In addition, students have 3 days upon returning to school to complete the FID work allowing for flexibility based on unique situations. Completion and submission of student work is tracking the attendance for the flexible instructional day, even if the work is completed and submitted three school days later. Teachers will submit a list of students who did not complete the task (after 3 school days following the flexible instructional day) and submit the list to the attendance secretary. Attendance will be updated after that submission for the flexible instructional day. Attendance for flexible instructional days becomes part of the student cumulative record. Typical attendance procedures will be followed from that point.

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.

Families must complete attendance information on each FID and students must complete the work from the FID in order to be counted as present for the day. Families can work with the school teams and social workers if there are extenuating circumstances that must be addressed. In addition, students have 3 days upon returning to school to complete the FID work allowing for flexibility based on unique situations. Completion and submission of student work is tracking the attendance for the flexible instructional day, even if the work is completed and submitted three school days later. Teachers will submit a list of students who did not complete the task (after 3 school days following the flexible instructional day) and submit the list to the attendance secretary. Attendance will be updated after that submission for the flexible instructional day. Attendance for flexible instructional days becomes part of the student cumulative record. Typical attendance procedures will be followed from that point.

English Language Arts (ELA) courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events

Lesson Title
Character Analysis, Sign of the Cat (Day 1)
Lesson Goals (planned instructional outcomes)
Students will be able to describe a character and support the description with evidence from the text. Students will be able to explain how a character's actions contribute the sequence of events.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Learning Target- At the end of today's lesson, you will be able to describe a character and support your description with evidence from the text. (state or post) Quick Write- Google Form Character Review- Watch this video. Think about what questions you can ask yourself when you are reading to learn more about the characters in the story. First Read- Read The Sign of the Cat in CommonLit the first time through for the gist. Answer the comprehension questions as you go to check your understanding. (If this is a live virtual lesson, ask students to retell the story in breakout rooms with a partner.) Second Read- Now, read the story again thinking about the main character, Chet. Make annotations about how you would describe him. Highlight evidence to support your thinking. (If this is a live lesson, ask students to share their thoughts and evidence with a partner in breakout rooms.) Teacher Model- View this slide deck about describing Chet's grandmother. (If this is a live virtual lesson, teacher should model with these slides). Practice- Complete the first two columns of the character map for Chet in this slide deck. Reflect- Explain what you learned about describing characters on this Flipgrid.
Resources (materials and/or tools required to complete the activities)
Google Form Understanding Characters Video CommonLit The Sign of the Cat, by Sandra Havriluk Model Slide Deck Practice Slide Deck Flipgrid
Assessment(s) (evidence of learning)
Completed Character Map slide about Chet Flipgrid
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.)
CommonLit Accommodations Students can listen to text read aloud. Guiding Questions feature chunks the text and requires students to correctly answer a comprehension question before revealing next sections. Text can be translated into different languages.
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)
For students without internet access: Provide PDF of text for students to highlight and annotate. Provide PDF of slide deck (Chet's Grandmother) and blank character map (Chet).

ELA courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.1.3.9–10.E	Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.

Lesson Title
The Use of Situational Irony to Build Suspense
Lesson Goals (planned instructional outcomes)
Analyze how the author's choice to use situational irony when writing text creates an effect of suspense and/or mystery. Students will be able to identify five instances of situational irony used by the author to create mystery and/or suspense within the text.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Learning Target- At the end of today’s lesson, you will be able to identify instances of mystery and/or suspense from the text. See slide-deck. 1. As you watch this video Situational irony: The opposite of what you think - Christopher Warner, listen and watch for the qualities of situational irony. 2. Think about an example of situational irony that you have seen or experienced in your life and add it to the virtual Back Channel on Padlet. (If this is a live virtual lesson, ask the students to share their examples from the backchannel with one another in breakout rooms.) 3. Read the text The Interlopers and answer the teacher embedded close reading notes and questions in Actively Learn. Once at Actively Learn you can search for The Interlopers to see digital close reading notes and questions. (If this is a live virtual lesson, the teacher will read the prompt at the beginning of the text and interact with the students as they read the text virtually.) 4. Complete the google doc organizer with at least five examples of situational irony which led to suspense/mystery within the text you just read. (If this is a live virtual lesson, the teacher will read and model with the teacher example given on the organizer)
Resources (materials and/or tools required to complete the activities)
Google Slides with Assignment, Actively Learn Assignment for The Interlopers Situational Irony: The Opposite of What You Think Video The text The Interlopers by Saki
Assessment(s) (evidence of learning)
Students will fill out the Padlet backchannel with appropriate examples of situational irony. Students will complete embedded multiple choice and short response questions within the Actively Learn reading assignment. Students will complete the graphic organizer with at least five examples of situational irony and describe why this led to the suspense/mystery of the 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 Slide Assignment Accommodations Provided images embedded in assignment slides, Provided enabled speech dictation of activities assigned, Video has closed captioning Actively Learn, Provided images in notes to help with vocabulary Translation of text for ELs Defined

vocabulary words Teacher embedded close reading notes Teacher enabled differentiation of text questions and supports
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)
For students without Internet Access Provide the PDF of the text and the graphic organizer for students to highlight and annotate the examples of situational irony. Students will need to read the teacher examples and think-aloud activities on the side of both the text and organizer.

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
Compare Sums and Differences over 100
Lesson Goals (planned instructional outcomes)
Students will apply place value understanding and properties of operations to determine whether or not the sum/difference is greater or less than.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Warm-up - Compare Values of Two Numbers Practice Problems Watch Comparing Values of Numbers in Written Form (Video) Arithmetic (CK12) Try it! Practice problems with explanations for incorrect responses - Comparing Values of Numbers in Written Form Complete the Comparing Sums and Differences over 100 Practice Problems OR the worksheet (included in resources below) If competing online practice, students will screenshot or print to PDF to submit work to the teacher If completing worksheet, students will take a photo of their work to submit to the teacher Optional Extension: Calculating and Comparing Sums to other Numbers: Less Than, Greater Than, or Equal to Signs Note: Online resources & content can be used to help generate worksheet/offline versions of practice problems or printable versions of informative guides.
Resources (materials and/or tools required to complete the activities)
Compare Values of Two Numbers Practice Problems (https://braingenie.ck12.org/skills/102512) Comparing Values of Numbers in Written Form (Video) Arithmetic Comparing Values of Numbers in Written Form (https://braingenie.ck12.org/skills/102514) Compare Sums and Differences over 100 Practice Worksheet
Assessment(s) (evidence of learning)
Problems submitted to the teacher will be reviewed and used as a formative assessment. This lesson is intended to be part of a series of lessons on applying place value understanding and properties of operations to perform multi-digit arithmetic. An end of unit assessment should be given to students (google form or Schoology quiz).
Opportunities for Accommodations and Modifications that are provided for learners by instructors during the Flexible Instruction Day, not after the student returns to school (insert options for adaptations, alternatives, and/or assistive measures within the lesson for English Learners and students with IEPs.)
Students will complete assignments from a variety of mediums- video, text, interactive webquests and writing. Students will have extra time to complete the assignments. Students will have access to software that reads the text assignments to them. Videos will have closed captioning. Students will have the ability to rewatch content as often as 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)
Provide the copies of the work for students who may need paper copies either before or after the FID depending on student circumstance.

Math courses grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.2.HS.D.8	Apply inverse operations to solve equations or formulas for a given variable. A1.1.2.1 - Write, solve, and/or graph linear equations using various methods.

Lesson Title
Absolute Value Equations
Lesson Goals (planned instructional outcomes)
In this lesson, you will develop and solve a wide variety of equations to answer questions about scenarios and functions. You'll use both inverse operations and properties of equality in your efforts. You'll also solve equations related to absolute value functions.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Open the CK12 Interactive FlexBook for Algebra 1 - Lesson 4.1 - Absolute Value Equations Warm-up: Complete Activity 1 Equations from Physics and Geometry - Interactive Watch: Complex Absolute Value Equations - Overview video from CK12 Practice: Continue working through Lesson 4.1 Absolute Value Equations; complete Activity 2 (review all of the notes, try the interactive practice problems, and complete the “work it out” section. Assessment: Complete the quick check assessment - Alg I - CC.2.2.HS.D.8 - Quick Check Student Version) and turn it in via email or Schoology (provide an image of your work). Note: Online resources & content can be used to help generate worksheet/offline versions of practice problems or printable versions of informative guides.
Resources (materials and/or tools required to complete the activities)
Solving Multi-Step Linear Equations Algebraically - Alg I PBSLearningMedia Additional Practice Evaluating expressions with multiple variables (practice) Khan Academy, Evaluating expressions with multiple variables: fractions & decimals (practice) Khan Academy Algebra Calculator Variables & Expressions Guide
Assessment(s) (evidence of learning)
Students will complete the following four question assessment, generated from the SAS assessment builder. Alg I - CC.2.2.HS.D.8 - Quick Check Student Version Alg I - CC.2.2.HS.D.8 - Quick Check Teacher Version
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.)
Students will complete assignments from a variety of mediums- video, text, interactive webquests and writing. Students will have extra time to complete the assignments. Students will have access to software that reads the text assignments to them. Videos will have closed captioning. Students will have the ability to rewatch content as often as 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)

Provide the copies of the work for students who may need paper copies either before or after the FID day depending on student circumstance.

Science - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.3.10 B.	Describe and explain the chemical and structural basis of living organisms.
3.3.10 C.	Describe how genetic information is inherited and expressed.

Lesson Title
DNA and Protein Synthesis in the Cell
Lesson Goals (planned instructional outcomes)
Understand the structure of DNA and the process of DNA replication Describe the process of protein synthesis Recognize the importance of proteins in the human body
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Explore the PBS Learning Media Journey Intro DNA webquest. Click on launch. As you click through the pages of the webquest, create a series of drawings in your Science Notebook that "zoom in" to show how DNA fits into chromosomes and how chromosomes relate to cells in the human intestine. Watch the PBS Learning Media video: How DNA Replicates. Complete the DNA Workshop. After you complete the workshop, in your Science Notebook write a paragraph, with illustrations, describing the steps of the protein synthesis process from DNA to polypeptide chain. Use the following vocabulary terms: DNA, bases, transcription, mRNA, translation, codons, anticodons, ribosomes, polypeptides, amino acids Read the Article: Molecular Level of Genetics. After reading the article, respond to the following questions in your Science Notebook: Why are protein molecules essential to the human body? What important functions do proteins serve? How is the information about making different kinds of proteins passed on from parents to children? What building block molecules make up proteins? What is mDNA, and how is it inherited? Note: All PBS resources can be downloaded and shared with students who do not have internet access. All worksheets can also be downloaded, printed and provided to students. PBS has daily content that can be viewed by students via basic cable and radio (See local PBS schedule for content alignment to standards). Teachers would need to take screenshots of the various pages in the webquest and share images with students who do not have internet access.
Resources (materials and/or tools required to complete the activities)
Science Notebook (digital or paper) Learning management system or access to email Journey into DNA webquest How DNA Replicates video DNA Workshop Molecular Level Genetics Article
Assessment(s) (evidence of learning)
Students will create a series of images in their Science Notebooks that demonstrate understanding from the webquest. Students will write a paragraph using essential vocabulary in context showing understanding of the content in the workshop and video. Students will respond to discussion questions in their Science Notebooks providing evidence of learning from the reading assignment. *Note regarding Science Notebooks: Science notebooks may be digital and shared with the teacher via email or a learning management system. Students may also choose a paper and pencil science notebook and take a photo and submit their photo entry via email or learning management system.

<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>Students will complete assignments from a variety of mediums- video, text, interactive webquests and writing. Students will have extra time to complete the assignments. Students will have access to software that reads the text assignments to them. Videos will have closed captioning. Students will have the ability to rewatch content as often as needed. Students can dictate their responses in their Science Notebook using computer dictation tools.</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>Provide the copies of the work for students who may need paper copies either before or after the FID depending on student circumstance.</p>

Social Studies - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
8.1.U.C , 8.3.U.D	Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

Lesson Title
Child Labor During the Industrial Revolution
Lesson Goals (planned instructional outcomes)
Evaluate photographs to draw conclusions about working conditions for children in coal mines during the Industrial Revolution.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
<p>Part 1: Direct: Teacher will use the attached Power Point to introduce the atrocities of child labor and to explain how the work of Lewis Hine uncovered the deplorable conditions in coal mines to help bring an end to child labor during the industrial revolution. This can be done as a live lesson via Zoom or Google Hangouts Meet or as a screencast. Power Point can be accessed by clicking here: https://sheg.stanford.edu/history-lessons/child-labor (please note that teachers must create a free account to view and all teacher notes can be found in the lesson plan). Teachers can select to use the provided notes in the SHEG lesson plan to facilitate the whole group discussion or can upload the video found here: LEWIS HINE VIDEO</p> <p>Part 2: Independent: Students will watch this short video to learn more about Lewis Hine: Video. After watching the video, students will access the following series of photographs. Students will examine the photographs and address the accompanying questions. This can be accessed digitally by visiting Lewis Hines Digital Photo Analysis. Teachers can also access a .PDF version to be printed or uploaded into Schoology by clicking here Lewis Hines Photos and Questions (Please note that this activity could be modified to become a collaborative jigsaw, where groups of students can work in teams to analyze individual photos and come together to reach a shared consensus on the value of photography in history.)</p> <p>Part 3: Assessment After watching the video and analyzing the photographs, students will independently examine a photograph taken by Lewis Hine. After examining the photo students will answer the questions that follow the photo. The assessment can be accessed here: DIGITAL ASSESSMENT: Digital Document Based Assessment (NON-DIGITAL ASSESSMENT) https://sheg.stanford.edu/history-assessments/lewis-hin)Please note that teachers need to create a free account to access materials.</p>
Resources (materials and/or tools required to complete the activities)
For access to the teacher lesson plan, student handouts, Power Point visit: Child Labor Stanford History Education Group (teachers need to register for a free account) For access to the Lewis Hine screencast click here: LEWIS HINE VIDEO For access to the Lewis Hine introduction video click here: https://wtf.pbslearningmedia.org/resource/c3fd6bd8-60ee-4227-bdb0-95dfa4a3c621/lewis-w-hine/ For access to the independent photo analysis click here: Photo analysis .PDF For access to the digital assessment click here: Digital Document Based Assessment For access to the Lewis Hine document based assessment visit: Lewis Hine Stanford History Education Group (teachers need to register for a free account)
Assessment(s) (evidence of learning)

Photo analysis .PDF worksheet Independent Photograph Assessment in Google forms or paper version.
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.)
Students can work independently through analyzing photographs instead of working collaboratively and answer the questions in the worksheets provided by SHEG. The Lewis Hine Screencast can be accessed on YouTube HERE to allow for closed captioning to be turned on.
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)
Slide decks, photographs, and document-based work sheets can be printed out to accommodate students without Internet access.

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

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

Uploaded Files

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