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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:

- Immediately before or on the FID, how will you notify all of your stakeholders that the district has decided to implement a FID? (Please identify all methods of communication, including the instance where the Internet is not accessible, or a power outage occurs.)
- Ensure you differentiate between informing parents/guardians and students vs staff.
- Ensure the procedure for notifying all stakeholders before a flexible instructional day is instituted is detailed and precise.

To ensure timely and effective communication regarding the implementation of a Flexible Instructional Day (FID), Esperanza Academy Charter School follows a multi-tiered approach using various communication methods. Notification Process Immediately Before or On the Day of the FID Parent/Guardian and Student Notification: Primary Methods: Automated phone calls and text messages through the school's mass communication system. Email notifications sent to all parents/guardians and students. Updates posted on the school's website and official social media accounts. Notification sent via the Parent/Student Portal. Backup Methods (for Internet or Power Outages): Local TV and radio station announcements (if applicable). Paper notices sent home in advance when possible for anticipated FIDs (e.g., inclement weather season). Staff Notification: Primary Methods: Direct email notifications to all professional staff. Automated text messages and/or phone calls. Internal staff communication platforms (e.g., Microsoft Teams, Google Chat, or similar tools). Backup Methods (for Internet or Power Outages): Phone tree activation: Administrative staff will call department heads, who will then contact individual staff members. Pre-established emergency group messaging to ensure communication in case of digital service disruption. Pre-FID Notification Procedures At the start of each academic year, all stakeholders will be informed of the possibility of FIDs and the communication channels that will be used. Families will receive reminders regarding potential FIDs through newsletters, parent meetings, and digital updates. Teachers will prepare students in advance on how to access assignments and expectations for remote learning on an FID.

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

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

- What is your primary, meaning main or one, method of instruction for elementary and/or secondary students (Using devices? Internet/hotspots? Packets? Or some other primary approach?)
- How will the FID day be structured? Explain or provide a sample of your daily schedule.
- Which primary mode of instruction (Synchronous/Asynchronous/Both) will you implement during the FID?
- How and when will students receive the materials so they can complete assignments/participate in the FID?

To ensure continuity of learning during a Flexible Instructional Day (FID), Esperanza Academy Charter School has developed a structured plan

that allows all students to participate equitably. The procedures outlined below address instructional delivery, scheduling, and access to materials to ensure a seamless transition to remote learning. Primary Method of Instruction Esperanza Academy's primary method of instruction for FID is technology-based learning using student-issued devices and internet connectivity. All students are issued a Chromebook or tablet to access learning platforms. Students who require internet access are provided with hotspots upon request. For students who may experience connectivity issues, printed packets are distributed in advance for anticipated FIDs (e.g., inclement weather). Flexible Instructional Day Structure The FID will follow a structured schedule that mirrors the regular school day as closely as possible while maintaining flexibility. Sample FID Schedule (Grades K-12) Time Activity Format 8:30 AM - 9:00 AM Homeroom & Attendance Check-In Synchronous (Live via Zoom/Google Meet) 9:00 AM - 12:00 PM Core Instruction (ELA, Math, Science, Social Studies) Asynchronous with Live Support 12:00 PM - 12:30 PM Lunch Break N/A 12:30 PM - 2:00 PM Electives & Enrichment Activities Asynchronous 2:00 PM - 3:00 PM Teacher Office Hours & Student Support Synchronous (Optional) Elementary students will have pre-recorded lessons with live check-ins for guided support. Secondary students will receive a mix of live instruction and independent assignments. Mode of Instruction: Combination of Synchronous & Asynchronous Learning Synchronous (Live) Instruction: Teachers will conduct morning check-ins, answer student questions, and offer support during designated office hours. Asynchronous Learning: Students will complete assigned lessons and activities on Google Classroom, or other school-approved platforms. Distribution of Materials for FID Participation Digital materials and assignments will be uploaded to Google Classroom by 8:00 AM on the FID. For anticipated closures, hard copy packets will be sent home in advance. Students with IEPs/504 Plans will receive accommodations as outlined in their individualized plans. By implementing this structured approach, Esperanza Academy ensures that all students have equitable access to instruction, whether online or through alternative methods, maintaining educational progress even during disruptions.

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

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

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

During a Flexible Instructional Day (FID), all professional staff members at Esperanza Academy Charter School remain actively engaged in supporting students to ensure continuity of learning. The following outlines the roles and responsibilities of each staff category and the ways students can contact them for assistance. 1. Teachers & Instructional Staff Responsibilities: Deliver instruction through Google Classroom and email. Post assignments and instructional materials by 8:00 AM on the FID. Conduct morning check-ins with students to take attendance and provide initial guidance. Be available during scheduled office hours (2:00 PM - 3:00 PM) to assist students with assignments and answer

questions. Provide feedback on student work and grade assignments in a timely manner. How Students Can Contact Them: Google Classroom comments/messages School email Google Meet live sessions Office hours for one-on-one support 2. Administrators & School Leadership Responsibilities: Oversee the implementation of the FID and address any concerns. Support teachers, staff, and students in resolving instructional or technical challenges. Communicate updates and important notices to families and staff. Ensure compliance with student attendance and engagement requirements. How to Contact: School email Google Meet for administrative support Phone (if applicable) 3. IT Support Staff Responsibilities: Provide technical assistance to students and staff experiencing issues with school-issued devices, learning platforms, or internet access. Monitor and address technology-related concerns in real time. Assist families in troubleshooting connectivity issues. How to Contact: IT Helpdesk email Google Meet (during tech support office hours) Phone hotline for urgent issues 4. Guidance Counselors & Mental Health Support Staff Responsibilities: Provide virtual counseling sessions for students in need of academic, social-emotional, or mental health support. Check in with students identified as needing additional support before the FID. Be available for crisis intervention or referrals as needed. How to Contact: School email Google Meet (by appointment) Phone call for urgent matters 5. Health Service Providers (School Nurse, Health Aides) Responsibilities: Address student health concerns remotely and provide guidance on medical-related issues. Assist students with chronic conditions or medication management concerns. Offer referrals for healthcare services if needed. How to Contact: School email Google Meet (by appointment) Phone call for urgent matters 6. Special Education Staff & Paraprofessionals Responsibilities: Support students with IEPs and 504 Plans by providing accommodations and modifications. Conduct check-ins with students and families to ensure understanding of assignments. Assist in virtual small-group sessions or provide one-on-one support. Work with classroom teachers to ensure instructional accessibility. How to Contact: School email Google Meet Scheduled virtual sessions 7. English Language (EL) Support Staff Responsibilities: Provide language support to English Learners (ELs) based on their proficiency level. Conduct small-group instruction for language development. Work with classroom teachers to modify assignments for EL students. How to Contact: Google Classroom School email Google Meet 8. Other Support Staff (Social Workers, Family Engagement Coordinators, etc.) Responsibilities: Communicate with families to provide resources and ensure student engagement. Assist families with navigating the FID structure. Support students who may face challenges accessing materials. How to Contact: School email Phone call Google Meet

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

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

- How do teachers keep track of attendance? How do teachers keep track of participation?
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID?

1. Tracking Student Attendance Teachers will document student attendance using multiple methods to account for different instructional

modes and accessibility concerns: Synchronous Instruction: Students who attend a live virtual session (via Google Meet) will be marked present. Asynchronous Instruction: Students must log into Google Classroom and complete the assigned check-in activity or discussion post by 10:00 AM. Paper-Based Assignments (for students without internet access): Parents/guardians must call or email the school by 10:00 AM to confirm student participation. 2. Tracking Student Participation Participation will be monitored through the following: Completion of Assignments: Students must submit FID assignments via Google Classroom or email by the end of the instructional day (or upon return to school for those using paper packets). Engagement in Live Sessions: Teachers will record participation in synchronous activities. Check-ins with Teachers: Students who email or message their teacher with questions or updates on their progress will be considered engaged. 3. Handling Absences and Non-Participation Students who do not engage in any form (live session, assignment submission, check-in, or parental confirmation) will be marked absent for the day. Teachers will report students who did not participate to the school office, noting whether the absence should be classified as excused or unexcused based on communication from the family. Students with excused absences will be allowed to complete and submit work upon their return without penalty. 4. Ensuring Accountability for Paper-Based Assignments For students using printed packets due to lack of internet or device access, participation will be confirmed through: Parental confirmation on the FID (via phone/email). Submission of completed assignments upon returning to school. Failure to submit assignments within the designated timeframe will result in an unexcused absence for the FID.

false Our public school entity will rely entirely upon a primary plan and will not have a contingency or backup plan, so if the primary plan fails, then a make-up day will be used.
5. **Provide a contingency plan(s) - alternative methods of delivering instruction and support for students, should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day.**

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

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

Esperanza Academy Charter School has established a contingency plan to ensure continuous learning in case of technology failures or student access issues during a Flexible Instructional Day (FID). 1. Alternative Methods of Instruction If students are unable to access technology (due to internet outages, device malfunctions, or lack of availability), we will implement the following alternative instructional methods: Paper-Based Learning Packets: Pre-printed learning materials aligned with the curriculum will be distributed in advance to all students. These packets will contain assignments, instructions, and supplemental materials to ensure learning continuity. Phone-Based Instructional Support: Teachers and support staff will be available by phone to guide students through their assignments, answer questions, and provide clarifications as needed.

Pre-Recorded Lessons: Instructors will create video or audio recordings of lessons that can be accessed at a later time for students who regain connectivity. 2. Structure of the FID with Contingency Plan If technology is inaccessible, the FID will follow a structured schedule that aligns with normal school hours: Time   Activity Alternative Access Method 8:30 AM - 9:00 AM   Student Check-in & Attendance Phone call or email confirmation from parents 9:00 AM - 12:00 PM   Independent Learning & Assignments   Paper packets, phone support, pre-recorded materials 12:00 PM - 12:30 PM   Lunch Break   N/A 12:30 PM - 2:30 PM   Teacher Support & Office Hours Phone availability for student questions 2:30 PM - 3:30 PM   Submission of Assignments   Drop-off at school (next school day) or phone confirmation of completion 3. Modes of Instruction in the Backup Plan Primary Mode: Asynchronous Learning (students work independently using printed materials). Teacher Support: Phone-based assistance for students who need guidance. For Students with Accommodations: Special education and EL staff will conduct phone check-ins and provide adapted materials as needed. 4. Ensuring Access to Materials & Resources Before an FID: Paper-based learning packets will be distributed in advance to all students to ensure they have necessary resources before an FID is announced. During an FID: Teachers and staff will be available via phone to provide support and answer questions. After an FID: Students who used paper-based packets must submit completed work on the next in-person school day to receive credit. This contingency plan ensures that all students, regardless of technology access, have equitable learning opportunities during an FID.

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

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

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

1. Teacher Responsibilities & Availability Teachers will be available via phone to assist students with their assignments from 9:00 AM – 2:30 PM. Teachers will provide instructional support by clarifying assignments, reviewing materials, and answering student questions. Teachers will document student participation and maintain records of completed assignments. Students or parents without internet access can call the school's designated support line to be connected with their teacher. 2. Administrator Responsibilities & Availability Administrators will be available via phone for any urgent concerns, including attendance issues and parent inquiries. They will oversee the implementation of the contingency plan and address any logistical challenges. They will coordinate with teachers and support staff to resolve issues related to materials, instruction, or student concerns. Tech Support Responsibilities & Availability If students or staff encounter device issues, they can call the IT Help Desk between 9:00 AM – 2:30 PM for troubleshooting. IT staff will log reported issues and assist with device resets or alternative solutions. If remote troubleshooting is not possible, IT staff will schedule an in-person support session for the next school day.

Guidance Counselors & Health Service Providers Guidance counselors will be available via phone to support students experiencing emotional, social, or academic difficulties. Health service providers (e.g., school nurses) will be available via phone for health-related inquiries and follow-ups on student well-being. Students or parents needing to contact counselors or health staff can call the school office, which will direct their call accordingly. Paraprofessionals & Support Staff Responsibilities Paraprofessionals and EL specialists will conduct phone check-ins with students who require additional accommodations. For students with IEPs, 504 Plans, or EL needs, special education and EL staff will ensure they receive necessary modified assignments or printed materials ahead of time. Paraprofessionals will assist by reviewing paper-based work over the phone or, if necessary, scheduling an in-person follow-up once school resumes. Communication & Contact Methods for Students Without Internet Access Students and parents who do not have internet access can contact staff using the following methods: Staff Group   Contact Method   Hours Available Teachers   Phone   9:00 AM – 2:30 PM Administrators   Phone   8:30 AM – 3:30 PM Tech Support   Phone   9:00 AM – 2:30 PM Guidance Counselors   Phone   9:00 AM – 2:30 PM Paraprofessionals   Phone   9:00 AM – 2:30 PM Health Services   Phone   9:00 AM – 2:30 PM All phone contact information will be provided to students and families in advance, ensuring that they know who to call if they need assistance during a Flexible Instructional Day (FID). This contingency plan ensures that all students—regardless of internet access—receive equitable support and instruction.

7. **What procedure will be used for identifying student participation during a flexible instructional day to enforce attendance under Article XIII using your contingency plan(s), i.e. should there be issues with the availability of technology or student access to the materials and instructors during a flexible instructional day?**

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

- How do teachers keep track of attendance? How do teachers keep track of participation?
- If you are going to use completion of assignments as proof of participation then the assignments must be submitted on the FID or immediately upon return to school.
- Students who did not participate during the FID should be reported as having either excused or unexcused absences accordingly.
- If you are using packets or doing all asynchronous teaching, how will you know that the student is completing the work on the FID?

In the event that there are issues with technology access or availability of materials during a Flexible Instructional Day (FID), the following procedures will be implemented to ensure accurate tracking of student participation and attendance in accordance with Article XIII. Tracking Attendance and Participation Teachers will maintain a record of student attendance based on engagement with alternative instructional materials. If students have access to phone communication, parents/guardians may call the school to confirm student participation, or students may check in with their teacher via phone if possible. For students using printed learning packets, attendance will be recorded based on the timely submission of completed assignments. Proof of Participation Students completing printed learning packets must submit their work on the FID or immediately upon returning to school for attendance credit. Teachers will verify completion and engagement through student work samples, phone check-ins, or alternative communication methods as needed. If a student fails to submit their work, the teacher

will follow up with the student and parent/guardian to determine the reason for non-submission. Excused vs. Unexcused Absences Students who do not engage in instructional activities during the FID and do not submit completed assignments will be marked absent. If a student has a valid reason for non-participation (e.g., illness, lack of access to instructional materials), they will be marked as having an excused absence upon appropriate documentation from a parent/guardian. Unexcused absences will be recorded for students who fail to participate without a valid reason. Ensuring Work Completion in an Asynchronous or Packet-Based Model Teachers will review completed assignments upon return to school to confirm participation. Students who require assistance in completing the assignments will have the opportunity to meet with teachers for support. For students requiring accommodations, paraprofessionals and support staff will provide assistance to ensure equitable access to instructional content. By implementing these procedures, we ensure that student participation is accurately recorded and that all students have an equitable opportunity to engage in learning despite potential access challenges.

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.1.3.4.A	Determine a theme of a text from details in the text; summarize the text.

Lesson Title
"Uncovering the Message: Finding the Theme in Fiction"
Lesson Goals (planned instructional outcomes)
By the end of the lesson, students will be able to: Identify key details in a fictional text. Determine the theme of a text using supporting evidence. Summarize the text using relevant information.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Warm-Up (5 minutes): Display a short fable (e.g., "The Tortoise and the Hare"). Ask students to type in the chat or say aloud what they think the "lesson" or message of the story is. Mini-Lesson (10 minutes): Share a Google Slides or Nearpod presentation explaining what a theme is (the big idea or life lesson) vs. main idea. Use visual examples from familiar stories or cartoons. Guided Practice (10 minutes): Read aloud (or play an audio clip of) a short fiction passage (approx. 200–300 words). Ask guiding questions aloud: What problem did the character face? How did they solve it? What lesson did they learn? Independent Practice (15 minutes): Students read a new short story (linked as a PDF or in the LMS). They complete a digital worksheet (Google Form or Jamboard) identifying: Main characters, problem, and resolution Theme of the story One piece of evidence that supports their answer Exit Ticket (5 minutes): Students respond to the prompt: "What is one lesson you've learned from a book you've read recently?"
Resources (materials and/or tools required to complete the activities)
Internet-connected device Google Classroom Google Slides for theme introduction Short story PDFs (printable and online) Digital worksheet (Google Form) Read-aloud audio or embedded video (optional)
Assessment(s) (evidence of learning)
Responses on the guided and independent practice worksheets Exit ticket response Teacher observation and notes from student responses during discussion Optional: Recorded Flipgrid (or similar) reflection on theme
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 English Learners (ELs): Provide vocabulary list with definitions and visuals Sentence stems for written responses (e.g., "The theme of the story is ___ because...") Allow responses in home language where possible Use read-aloud options or bilingual read-alouds For Students with IEPs: Allow audio responses instead of written Simplify text and provide summary versions if needed Chunk tasks and allow breaks between activities Use visual organizers (e.g., character-problem-solution chart)
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 printed packet containing: Lesson summary Two short stories Graphic organizer and worksheet with step-by-step directions Optional writing prompt

for theme reflection Schedule a check-in call Allow students to submit responses via photo, mail, or phone call

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 / CC.1.3.11–12.E	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise

Lesson Title
Author's Craft: Building Tension Through Structure
Lesson Goals (planned instructional outcomes)
By the end of the lesson, students will be able to: Identify structural elements used by an author to build tension in a literary text. Analyze the impact of specific structural choices on a reader's experience. Support analysis with textual evidence. Demonstrate understanding through a written or recorded response.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Welcome & Objective Overview (5 minutes) Teacher posts a short video or written note explaining the objective of the day. Students read/listen and acknowledge understanding via chat or form. 2. Mini-Lesson: Author's Craft (10–15 minutes) Students watch a 10-minute recorded mini-lesson (or slideshow with voiceover) analyzing how authors build tension through structural choices using an excerpt from "The Tell-Tale Heart" by Edgar Allan Poe. Embedded comprehension questions (via Google Forms or EdPuzzle) ensure engagement. 3. Independent Reading & Annotation (20–25 minutes) Students read a short story or excerpt (e.g., from "The Lottery" by Shirley Jackson or "Of Mice and Men"). Using a digital annotation tool (Kami, Google Docs comments), students highlight examples of pacing, foreshadowing, or time shifts that build tension. 4. Analysis Task (15–20 minutes) Students write a short analytical response (150–200 words) or record a Flipgrid video responding to the prompt: "How does the author use structure to build tension in the story? Use specific textual evidence to support your answer." 5. Wrap-Up & Exit Ticket (5 minutes) Students complete a brief exit ticket: one thing they learned, one question they have.
Resources (materials and/or tools required to complete the activities)
Google Classroom Reading excerpts or short story PDFs Video platform (EdPuzzle, YouTube, Loom, etc.) Annotation tool (Google Docs) Google Docs for response Exit ticket (Google Form)
Assessment(s) (evidence of learning)
Responses to embedded video questions Annotated texts Analytical written or recorded response Exit ticket reflection Rubric for written/video response includes: Clear thesis (2 pts) Textual evidence (2 pts) Explanation of structural impact (2 pts) Organization and clarity (2 pts) Grammar/mechanics (2 pts)
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 English Learners: Bilingual glossary and translated directions Sentence starters and paragraph frames Option to record responses in native language first, then translate For Students with IEPs: Text read-aloud using screen reader or audio version Modified text (simplified language version of the story) Extended time to complete tasks Graphic organizers for story structure One-on-one support via video chat or breakout room
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)

A printed packet including: Annotated mini-lesson transcript Printed copy of the story/excerpt Worksheet with guiding questions and space to annotate Written prompt with lined paper for response Exit ticket questions Instructions to call the teacher (or leave voicemail) to orally respond to the analysis question if writing is a barrier

Math courses grades K-8

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
CC.2.1.4.B.2	Use place value understanding and properties of operations to perform multi-digit arithmetic.

Lesson Title
Mastering Multi-Digit Multiplication Using Area Models
Lesson Goals (planned instructional outcomes)
By the end of the lesson, students will be able to: Use area models to multiply two-digit numbers by two-digit numbers. Explain each step in the multiplication process using visual models. Solve at least two multi-digit multiplication problems independently.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
1. Introduction & Warm-Up (10 minutes) Teacher posts a short video (5–7 minutes) introducing area models for multiplication. Students complete 2 warm-up problems reviewing place value and single-digit multiplication via Google Form or worksheet. 2. Guided Practice (15 minutes) Students complete 2 multiplication problems alongside a recorded teacher model. Teacher pauses at key steps to ask comprehension questions (embedded in video or posted in chat). 3. Independent Practice (20 minutes) Students solve 3–4 two-digit by two-digit multiplication problems using the area model. Submit work via Google Slides, photo upload, or written response on paper. 4. Application Task (10–15 minutes) Students complete a real-world word problem involving multiplication (e.g., multiplying number of rows by seats in a theater). They must draw an area model and explain their answer in writing or in a voice note. 5. Exit Ticket (5 minutes) Quick 2-question form or paper-based check-in: What is one step you find easy in area model multiplication? What is one question you still have?
Resources (materials and/or tools required to complete the activities)
Recorded mini-lesson (YouTube) Practice worksheet or Google Slides Google Form for exit ticket Math manipulatives (virtual or paper-based) Drawing tools (Jamboard, or paper/pencil)
Assessment(s) (evidence of learning)
Warm-up responses Annotated area models in independent work Explanation in application task Exit ticket responses Rubric for area model work includes: Accurate layout of area model (2 pts) Correct multiplication of partial products (2 pts) Accurate total product (2 pts) Clear explanation of thinking (2 pts) Neatness and effort (2 pts)
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 English Learners: Visual glossary of terms (multiply, product, area model) Bilingual instructions or video subtitles Sentence starters for explanations Allow oral explanation instead of written response For Students with IEPs: Simplified numbers (e.g., 10s and 20s instead of 43 × 27) Step-by-step checklist for completing area model Manipulatives (virtual base-10 blocks or grid paper) Live support session or one-on-one chat
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)
Printed Packet Includes: Illustrated explanation of area model Step-by-step sample problems Practice problems with space for models Real-world word

problem Exit ticket on last page Support Options: Recorded lesson Parent guide included with instructions and answer key Option to call teacher for support or to explain answers orally Completed packets dropped off at designated school site or picked up by courier/mail

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.1	Interpret the structure of expressions and write expressions in equivalent forms to solve problems.

Lesson Title
Factoring Quadratic Expressions: Trinomials in the Form $ax^2 + bx + c$
Lesson Goals (planned instructional outcomes)
Students will be able to factor quadratic trinomials where a ? 1. Students will identify the correct method to factor based on the coefficients. Students will check their factored forms by multiplying them back out.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Warm-Up (10 min) Students log into the virtual classroom (Zoom/Google Meet). Complete a warm-up in Google Forms with two review problems from previous factoring lessons (a = 1). Mini-Lesson (15 min) Teacher shares screen and provides direct instruction using slides (Google Slides). Step-by-step demonstration of factoring using the "box method" and "AC method". Guided Practice (15 min) Students are given 3 problems in Whiteboard.fi. Students attempt factoring with support from teacher via live chat and breakout rooms. Independent Practice (15 min) Students complete 5 practice problems using an online worksheet or on paper (shared via PDF). Submit answers via Google Form of written work uploaded to Google Classroom. Exit Ticket (5 min) One problem to solve and justify the factoring process. Submitted through the google docs or emailed for attendance and understanding check.
Resources (materials and/or tools required to complete the activities)
Internet-connected device Google Classroom Google Slides Pear Deck or Whiteboard.fi Paper and pencil PDF of worksheet (for students without tech) Calculator (as needed)
Assessment(s) (evidence of learning)
Warm-up responses (formative) Participation in guided practice (observational) Submission of independent practice (summative) Exit ticket problem (formative/summative)
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 English Learners (ELs): Provide vocabulary chart with terms (factor, product, coefficient, trinomial, etc.) and visuals. Closed captioning on video calls. Recorded lesson available with slower pacing and translation tools if needed. Sentence starters for explanations. For Students with IEPs: Extended time to complete assignments. Option to type or dictate responses. Step-by-step anchor chart with the AC Method visually broken down. Provide fewer practice problems or modified versions with simpler numbers.
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 printed packet with: Lesson notes with examples Practice problems (guided and independent) Step-by-step instructions Exit ticket with directions to return via photo or google   Phone support available for students to call teachers with questions. Submit completed work by: Dropping off at school (secured

mailbox) Taking a photo and texting/emailing it to teacher (if internet is available on phone)

Science - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
3.1.B.A1	Explain the characteristics of life common to all organisms.

Lesson Title
What Makes Something Alive?
Lesson Goals (planned instructional outcomes)
Students will be able to: Identify and explain the seven characteristics of living things. Differentiate between living and non-living things based on these characteristics. Apply their understanding to real-world examples through analysis and discussion.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Do Now (5 minutes): Students watch a short video (3 mins) titled "Is a Virus Alive?" and answer 2 guiding questions on Google Forms: What makes something alive? Is a virus considered alive? Why or why not? Mini-Lesson (10 minutes): Teacher presents a pre-recorded video lecture with slides explaining the seven characteristics of life (cell structure, growth, reproduction, response to environment, metabolism, homeostasis, and heredity). Interactive Practice (15 minutes): Students complete a Living vs. Non-living Sorting Activity on Google Jamboard. They drag and drop images into two categories and justify at least two of their choices in the comments. Application (15 minutes): Students write a short paragraph (5–7 sentences) in Google Docs explaining whether a virus is alive based on the seven characteristics, citing at least three in their argument.
Resources (materials and/or tools required to complete the activities)
Video platform (e.g., YouTube or google drive) Google Forms (for Do Now) Google Jamboard (for sorting activity) Google Docs Pre-recorded mini-lesson/slideshow Optional: Printable packet version for students without internet
Assessment(s) (evidence of learning)
Google Form responses (Do Now) Completion of Jamboard sorting activity with justifications Written explanation on viruses reflecting application of scientific concepts Teacher rubric for final written paragraph (accuracy, clarity, use of vocabulary)
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.)
ELs: Visuals and labeled diagrams for vocabulary; sentence frames provided for written responses. IEP: Extended time; simplified language video version; audio reading of instructions. Option to submit oral response via video/audio recording instead of written paragraph. Chunked instructions and a checklist for students who need organizational support.
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)
Printed packet with: Article on the seven characteristics of life Worksheet to sort 10 images with justification lines Short response prompt for virus discussion Students submit work via drop-off/pick-up bin at school or scan/take photos and send via text. Optional: Use a phone line with a pre-recorded message from the teacher reading the prompt/questions.

Social Studies - grades 9-12

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

Yes

Alpha Numeric Descriptor	Standard Descriptor
5.1.C.A	Understand the principles and ideals shaping government in the United States, including the rule of law, rights of individuals, and the role of citizens.

Lesson Title
Understanding the Rule of Law and Its Role in a Democratic Society
Lesson Goals (planned instructional outcomes)
Students will define the concept of the rule of law. Students will analyze the significance of the rule of law in protecting individual rights and maintaining order. Students will evaluate real-life examples where the rule of law was upheld or challenged.
Activities (step-by-step directions for ensuring active student participation in support of planned instructional outcome)
Engage (10 minutes): Students watch a short video on the rule of law (e.g., iCivics "Rule of Law" or a teacher-prepared summary video). Explore (15 minutes): In a graphic organizer, students define "rule of law" and list key principles (e.g., equality before the law, accountability, transparency). Explain (20 minutes): Students read a short article (or excerpt from the Constitution or a landmark case like Marbury v. Madison) and highlight evidence of rule of law in action. Elaborate (20 minutes): Students choose one real-world example (e.g., impeachment, police accountability, voting rights case) and write a brief response on how it illustrates the importance—or challenge—of the rule of law. Exit Ticket (5 minutes): Students respond to the question: Why is the rule of law essential in a democracy?
Resources (materials and/or tools required to complete the activities)
Access to iCivics.org or similar civic education resources Graphic organizer (digital or printable) Excerpts from Constitution / case law (teacher-provided PDF or printout) Video clip (teacher-created or from a reputable civics education source)
Assessment(s) (evidence of learning)
Completed graphic organizer Written response evaluating a real-world example Exit ticket reflection question Optional: short quiz or discussion board post
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 English Learners: Provide a glossary of key terms with translations Use sentence frames (e.g., "The rule of law means...") Provide audio version of texts For Students with IEPs: Allow extended time Reduce reading load by offering summaries Offer graphic organizers with prompts Use video with captions Provide multiple means of expression (typed or spoken responses
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 printed packet with: Definitions and glossary Texts and graphic organizer Written prompts Space for responses Directions for students to watch a public broadcast video (if available) or read printed examples of rule of law in local newspapers or print media. Allow phone call check-ins or submission of work via photo or drop-off option.

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
2025-05-22
Uploaded Files
FID_Board_Affirmation.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.

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

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

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

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

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

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

Superintendent/Chief Executive Officer/Executive Director	Date

Evelyn Nunez	2025-05-29