

SSD Flexible Instructional Day Application

2022-2023



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?
- 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)
- 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.

How will you notify all stakeholder groups that your district is planning to apply for the Flexible Instruction Day (FID) Program?

Stakeholder groups will be notified in several different ways:

- (1) The FID application will be discussed at the School Board Education subcommittee, comprised of board members, parents, community members, building level administrators and district level administrators.
- (2) District administration will also notify the teacher union leadership that the district is applying for FIDs.
- (3) The FID application/plan will be posted on the district website (www.ssdcougars.org) prior to the Board meeting for public review.
- (4) The FID application will be on the agenda for the board meeting which is posted one week prior to the meeting on the district website for public review.

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)

Parents/Students: Our global communications platform, School Messenger, and our Learning Management System (LMS), Canvas, are the communication tools used to contact and communicate with district stakeholders. School Messenger provides for text notifications, email messages, and phone calls as methods of communication with our stakeholders. Canvas can be accessed via our website (www.ssdcougars.org), directly using the url (ssdcougars.instructure.com), by accessing the Canvas icon available on every student Chromebook's home screen, or by accessing the Canvas bookmark that is available for every student Google Chrome account. The SSD social media platforms (Facebook: Springfieldsd, Twitter, SpringfieldSD and Instagram: Springfield.sd) are also used as methods of notification for families and students. In addition, a notification will be prominently placed on our district website (www.ssdcougars.org).



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Districtwide communication will be provided to notify stakeholders that the district has decided to have a Virtual Learning Day (VLD) and implement an FID. Building level principals will communicate with their stakeholders regarding building/class schedules, attendance, expectations for the FID/VLD, and other building level considerations. Teachers can communicate with their classes' parents and students via Canvas email and chat, district Gmail, district Outlook email or phone call. regarding class assignments and will reiterate the building level communication regarding attendance, schedules, expectations, etc. Special education department leaders/case managers will communicate with their students and parents via Canvas email and chat, district Gmail, district Outlook email or phone call regarding services and/or changes in student schedules, as necessary.

If students are without internet access, a districtwide and building level School Messenger phone call provides a way to communicate with our families. From there, at the class/teacher level, teachers and guidance counselors can contact the student/parent via phone to provide more specific details regarding the FID, as needed.

Staff: SSD Microsoft Outlook email, School Messenger, and building emergency phone chains will be utilized as necessary to communicate with staff that the district is implementing an FID/VLD. The primary method of communication will be email, as available. Districtwide communication will be provided to notify all staff that the district has decided to implement an FID/VLD. Building level principals will communicate with their staff members regarding building/class schedules, attendance, expectations for the FID, and other building level considerations. Special education department leaders will communicate with service providers, learning assistants, PCAs, teachers, etc. regarding class/student schedules, attendance, expectations for the FID/VLD, and other individual student considerations. District administration will communicate with their staff regarding expectations for the FID/VLD.

Notifications will be sent to stakeholders in as timely a manner as possible, but at no time later than 6:00 AM on the day of an emergency closure.

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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.

During a school closure when students are engaged in a Virtual Learning Day (VLD), teachers are expected to provide for the fruitful continuation of student learning and family communication and for the planning of developmentally appropriate and meaningful student learning experiences. Asynchronous learning will be provided to ensure the opportunity to learn for all students, supplemented with synchronous engagement through the form of scheduled office hours and check-ins when possible to support learning and the socio-emotional well-being of students opportunities via Canvas email and chat, district Gmail, and district Outlook email according to the Teacher Office Hours VLD schedule noted below. Students will leave school with an understanding of and access to work that will need to be completed at home in the event that school is closed due to an emergency circumstance.

SSD has a 1-to-1 Chromebook program in grades 4-12. SSD will not institute an FID until all students have received their Chromebooks for use during the year. Student attendance and participation during virtual learning in the 2019-2020 and 2020-2021 school years indicate that internet access is not a challenge for our school community, and no families were without regular internet access. It is believed this will remain the case in the future, providing confidence in the availability of internet connectivity during an FID. Hotspots for Wifi access are available at various locations within district municipalities. Teaching staff also prescribe learning activities and schoolwork that can be completed offline or when students may not have power during a regional power outage.

SSD acknowledges that:

- some students may have limited and/or variable access to technology and internet,
- some families may have shared usage of technology within the home,
- students will need the ability to work at their own pace, and
- parents in our community have responsibilities beyond providing a support system for their students' at-home learning.



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SSD takes these factors into consideration when planning virtual learning for students. The intention of SSD's FID plan is to offer a balance between moving student learning forward and creating reasonable learning outcomes, in order to offer students a greater chance for success in the virtual learning environment.

Teachers:

All teachers and classroom staff are provided access to technology (laptops and Chromebooks) by the district. During an FID, teachers/ classroom staff are directed to find a location with a hot spot to support FID activities if they lack sufficient home access to the internet.

Students in Grades 4-12 (in the 1-to-1 Chromebook program):

Asynchronous learning will be provided to ensure the opportunity to learn for all students through Canvas. Synchronous engagements will be provided as needed to support learning and the socio-emotional well-being of students via Canvas and Zoom. These assignments will be meaningful, relevant, and timely and aligned to the established curriculum and standards.

Students in Grades K-3 (no 1-to-1 Chromebook program):

Asynchronous learning will be provided to ensure the opportunity to learn for all students via Canvas and/or specially developed VLD paper/pencil assignments. These assignments will be meaningful, relevant, and timely and aligned to the established curriculum and standards.

Teacher Office Hours VLD Schedule

Grade K & 1

9:00 to 9:30	Teachers email parents with specific directions for the day's assignments and office hours.
9:30 to 10:30	Main Level and Lower Level Teams
10:30 to 11:30	Kindergarten AM and Upper Level Teams
11:00 to 12:00	Special Areas AND Special Education Teams
12:00 to 1:00	LUNCH
1:00 to 2:00	Main Level and Lower Level Teams
2:00 to 3:00	Kindergarten PM and Upper Level Teams
2:30 to 3:30	Special Areas AND Special Education Teams



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3:30 to 4:00 Teacher Wrap Up

Grades 2-5

9:00 to 9:30 Grade 2 & 3 teachers email parents with specific directions for the day's assignments and office hours. Grade 4 & 5 teachers will use Canvas.

9:30 to 10:30 5th grade AND 3rd grade

10:30 to 11:30 4th grade AND 2nd grade

11:00 to 12:00 Special Areas AND Learning Support

12:00 to 1:00 LUNCH

1:00 to 2:00 5th grade AND 3rd grade

2:00 to 3:00 4th grade AND 2nd grade

2:30 to 3:30 Special Areas AND Learning Support

3:30 to 4:00 Teacher Wrap Up

Grades 6-8

8:00 – 8:30 Attendance and Canvas Notifications

8:30-9:00 Advisory, as needed

9:00 – 10:00 MAT, SS/WRIT, Special Areas, SpecialEd

10:00 – 11:00 ELA, SCI, WL

11:30 – 12:00 MAT, SS/WRIT, Special Areas, SpecialEd

12:00 – 1:00 LUNCH

1:00 – 2:00 ELA, SCI, WL

2:00 – 2:30 MAT, SS/WRIT, Special Areas, SpecialEd

2:30 – 3:00 Teacher Wrap Up



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Grades 9-12

8:00 – 8:30	Attendance and Canvas Notifications
8:30 – 9:15	SCI, SS, CVP, SpecialEd, ART, H/PE, IndTech
9:15 – 10:00	LA, MAT, WL, AdminTech, FCS, Music
10:00 – 10:45	SCI, SS, CVP, SpecialEd, ART, H/PE, IndTech
10:45 – 11:30	LA, MAT, WL, AdminTech, FCS, Music
11:30 – 12:00	SCI, SS, CVP, SpecialEd
12:00 – 1:00	LUNCH
1:00 – 1:30	LA, MAT, WL
1:30 – 2:00	Music, Art, H/PE
2:00 – 2:30	AdminTech, FCS, IndTech
2:30 – 3:00	Teacher Wrap Up

Grades K-1 Student Schedule

9:00 -9:30 AM AM Kindergarten and Grades 1

Teachers will send an email to parents with a link to complete an Attendance Google Form. Parents will mark AM Kindergarten and Grade 1 students present/absent. Parents should complete this form before the start of work. Students will review instructions provided by the teacher via email or Canvas for directions for their VLD packets. Students that do not complete the attendance question email but submit the work will be retroactively marked as present.

9:30 AM-12:00 PM

Students complete assigned work via Canvas or specially developed, VLD packets which have been previously sent home with students. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

12:00-1:00 PM Lunch

1:00 pm -3:30 PM PM Kindergarten and Grades 1



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PM Kindergarten teachers will send an email to parents with a link to complete an Attendance Google Form. Parents will mark PM Kindergarten students present/absent. Students will review instructions provided by the teacher via email or Canvas directions for their VLD packets.

Students in Grades 1 will continue to work on their VLD assignments. Teachers are available for additional support for students via Canvas email and chat, district Gmail, and district Outlook email, or other synchronous/asynchronous opportunities according to the Teacher Office Hours VLD schedule.

3:30-4:00 PM

Teacher Wrap Up. All work for the day must be completed and submitted prior to the next in-person class meeting.

Grades 2-5 Student Schedule

9:00 -9:30 AM

Teachers will send an email to parents with a link to complete an Attendance Google Form. Parents will mark elementary students present/absent. Parents should complete this form before the start of work. Students will review instructions provided by the teacher via email or Canvas for their VLD assignments. Students that do not complete the attendance question email but submit the work on time will be retroactively marked as present.

9:30 AM-12:00 PM

Students complete assigned work via Canvas or specially developed VLD packets which have been previously sent home with students. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

12:00-1:00 PM Lunch

1:00-3:30 PM

Students will continue to work on their VLD assignments. Teachers are available to provide additional support for students via Canvas email and chat, district Gmail, and district Outlook email according to the Teacher Office Hours VLD schedule.

3:30-4:00 PM

Teacher Wrap Up. All work for the day must be completed and submitted prior to the next in-person class meeting.



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Grades 6-8 Student Schedule

8:00-8:30 AM

Students log into Canvas to complete Attendance Google Form. Students should complete this form before the start of work. Students that do not complete the attendance question email but submit the work on time will be retroactively marked as present.

8:30-9:00 AM Advisory Period, as needed

9:00-10:00 AM, 11:30 AM-12:00 PM & 2:00-2:30 PM

Students complete assigned work in Math, Social Studies/Writing, Special Area (Electives) & Special Education Support Classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

10:00-11:00 AM & 1:00-2:00 PM

Students complete assigned work in ELA, Science, and World Language classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

12:00-1:00 PM Lunch

2:30 -3:00 PM

Teacher Wrap Up. All work for the day must be completed and submitted prior to the next in-person class meeting.

Grades 9-12 Student Schedule

8:00-8:30 AM

Students log into Canvas to complete the Attendance Google Form. Students should complete this form before the start of work. Students that do not complete the attendance question email but submit the work on time will be retroactively marked as present.

8:30-9:15 AM & 10:00-10:45 AM

Students complete assigned work in Science, Social Studies, Communications/Video Production, Art, Health/Physical Education, Industrial Technology & Special Education Support Classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.



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9:15-10:00 AM & 10:45-11:30 AM

Students complete assigned work in LA, Math, World Language, Administrative Technology, Family and Consumer Science, and Music classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

11:30 AM-12:00 PM

Students complete assigned work in Science, Social Studies, CVP, and Special Education Support Classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

12:00-1:00 PM Lunch

1:00-1:30 PM

Students complete assigned work in LA, Math, and World Language classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

1:30-2:00 PM

Students complete assigned work in Art, Health/Physical Education, and Music classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

2:00-2:30 PM

Students complete assigned work in Administrative Technology, Family and Consumer Science and Industrial Technology classes. Teachers are available via Canvas email and chat, district Gmail, and district Outlook email for questions and support according to the Teacher Office Hours VLD schedule.

2:30 -3:00 PM

Teacher Wrap Up. All work for the day must be completed and submitted prior to the next in-person class meeting.

Support and Services through an IEP, GIEP, or a 504

SSD's plan for Virtual Learning Day (VLD) applies to all SSD students, including those identified as eligible for support and services through an IEP, GIEP, or a 504. The assigned case

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manager for students with IEPs, GIEPs, 504s and EL services will continue to lead the coordination and facilitation of these services. Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to an emergency circumstance. Parents may have access to the student's teachers and specialists, counselors, nurses, and other service providers through Canvas email and chat, district Gmail, and district Outlook email, virtual meetings or other asynchronous methods to ask questions or comment about the individual plan that is provided to them. Services and instruction during virtual learning are delivered with best faith efforts to educate our special needs population, along with our general education population, to provide instruction and educational services during an emergency circumstance, as well as protecting the health and mental wellness of our school families. Students identified as eligible for an IEP will continue to receive a Free and Appropriate Public Education to the extent possible and appropriate within the virtual learning environment. The IEP team will monitor and adjust the services and modes of presentation to meet the student's individual needs. As circumstances change, the team can review and revise a student's virtual learning plan as needed and appropriate.

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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.

Students will leave school with an understanding of and access to work that will need to be completed at home in the event school is closed due to an emergency circumstance. Teachers will communicate with parents prior to the FID to ensure that they have access to materials and resources ahead of any potential FID, if possible.

Students will be assigned work to be completed via Canvas OR paper/pencil assignments. Students will have the option of completing these assignments in school when classes resume if there are issues with completing the work at home due to internet access or other factors. Students will not be penalized for failure to complete work if sufficient supports cannot be accessed during an FID.

Students will have access to assignments and instructional materials to complete work that may not require instant internet access. Materials of this nature will be collected and assessed at a point after the FID should this option be required. During FID days, professional staff have hours of availability to assist parents or students with challenges that students may be facing with technology or printed materials. The use of Canvas and eSchool's Teacher Access Center (TAC) provide staff with contact options to send class-wide communications and directions to their students and parents. Materials and resources that are to be used during an FID will be relevant to the established course curriculum and aligned with state standards, eligible content and/or course objectives.

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In consideration of compulsory attendance laws, all students will be expected to complete assigned FID tasks and projects regardless of whether there were issues with the availability of technology. Staff will require evidence of work completion for any assignments from an FID in order to certify attendance and participation. Students should complete the work on the FID or upon immediate return to school.

(1) Student attendance will be tracked by the Attendance Google Form. Parents/Students should complete this form before the start of work; however, students that do not complete the attendance question email but submit the work during the FID will be marked as present.

(2) Teachers can also retroactively record course attendance for an FID based upon work submission via Canvas or submission of completed VLD packets upon the immediate return to in-person learning at school.

Should there be any internet failure, outage in our area, or technology not functioning:

Depending on the significance of the emergency circumstances, SSD would consider a school closure. We have two days built into our district schedule for emergency closures (snow day, power outage, etc.) and would consider utilizing them should that need present itself. In preparation for a FID where there is potential power outage, textbooks and other instructional materials will be provided for asynchronous instruction for students to take home and complete, if possible.

While working in an asynchronous format:

Students must complete asynchronous activities and assignments provided by the teacher. Teachers' lessons will provide opportunities for questions that a teacher could monitor through Canvas email and chat, District Gmail, and district Outlook email. If there is a significant power outage in the region and school is not closed, teachers could monitor and provide feedback during the next day's lesson. Teachers will monitor students' work completion through Canvas submissions or submissions of paper/pencil assignments upon return to school.

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4. Describe the responsibilities of professional staff during a flexible instructional day.

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

- Include teacher AND professional, administrative, tech support, and health services staff availability (hours, guidance, accessibility (phone, email, skype, etc.).

Professional staff will be available for instruction and/or support, and/or interacting with students through asynchronous instruction delivered via Canvas or VLD packets and will be available to parents and students via Canvas email and chat, district Gmail, and district Outlook email according to the Teacher Office Hours VLD Schedule as noted in Question #2. Professional staff such as administrators, nurses, and guidance counselors are also available via phone or email as needed or as scheduled. During asynchronous work periods, students may be sending completed work to teachers electronically for review and feedback.

School Day VLD Schedules (as noted in Question #2):

Elementary School Day will be 9:00 – 9:30 Attendance HR / End of School Day 4:00 PM

MS & HS School Day will be 8:00 – 8:30 Attendance HR / End of School Day 3:00 PM

Lunch will be universally scheduled between the hours of 12:00 PM – 1:00 PM

Instructional Day:

Grades K-3: Students are directed to their “VLD” Packets which have been previously sent home with students. Teachers will email parents with directions for work that needs to be completed. Packet work will be reviewed and recorded by the teacher upon return to school.

Grades 4-12: Student work is posted on Canvas before the start of the VLD. Teachers will provide the directions and expectations for work completion. Canvas work is due before the next in-person class session meets. Virtual learning work will be collected/submitted and recorded.

Administrators:

- Develop FID expectations for virtual learning at each level.
- Communicate regularly with faculty/staff and parents.
- Support faculty/staff and parents during Flexible Instruction Days.
- Ensure effective implementation of the FID plan.



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- Participate in IEP, 504 and GIEP meetings, as needed.

Administrative Support Staff:

- Check attendance and communicate absences to teachers and administration, as needed.
- Communicate with the teacher, administrator, and parents in regard to absences reported via a phone call or email, as needed.

Content Area and Special Area Teachers:

- Collaborate with colleagues to design meaningful, standards-aligned virtual learning experiences for students.
- Communicate with and provide timely feedback to students, as needed.
- Communicate with parents, as necessary.
- Participate in IEP, 504, and GIEP meetings, as needed.

Special Education Teachers, Gifted, and 504 Coordinators:

- Partner with classroom teachers to accommodate the virtual learning curriculum they are providing to the learning support students on their caseload.
- Communicate with parents of students on their caseload regarding the students' virtual learning plans and how they will coordinate with the teachers for the students to access the content of the virtual learning lessons, as needed.
- Provide ongoing communication with parents and students on their caseload.
- Plan and implement high-quality learning experiences through online interventions, as needed.
- Communicate with Learning Assistants and collaborate to assist in student learning.
- Chair meetings related to IEPs, GIEPs, and 504s to stay in accordance with timelines, as needed.

Guidance Counselors, Social Workers

- Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing, as needed.
- Respond to counseling needs of students, as needed.



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- Participate in IEP and 504 meetings, as needed.
- Ensure continuity of the processing of student files for college applications, as needed.
- Support school advocacy with colleges, College Board, and other external bodies, as needed, to ensure campus closure and its effects are understood.

Learning Assistants

- Support students in their virtual learning experiences in accordance with the SSD FID plan.
- Communicate and collaborate with teachers to assist in student learning.

Related Services - Speech, Occupational Therapy, & Physical Therapy

- Collaborate with colleagues to design high-quality, virtual learning experiences for students.
- Provide ongoing communication with parents and students on their caseload.
- Plan and implement high-quality learning experiences through online interventions, as needed.
- Participate in IEP and 504 meetings, as needed.

School Psychologists

- Collaborate with families and staff on concerns related to student needs
- Complete Evaluations and Re-Evaluations for identified students within timelines, as needed.
- Provide developmentally appropriate resources and counseling sessions that address anxiety, isolation, health and wellbeing for students, as needed.
- Respond to counseling needs of students, as needed, for assigned students.

Nurses

- Complete necessary screenings as identified or consult with families to complete screenings, as needed.
- Communicate with parents about necessary medication.
- Complete any required medical documents required by the PA Department of Health, local Department of Health, or district



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- Consult with families and staff related to medical needs that are impacting a student's ability to access their education.
- Collaborate with Non-Public schools in the district boundaries to support their medical needs.
- Consult with the local Department of Health as needed.
- Participate in IEP, GIEP, and 504 meetings, as needed.

Technology Support

- Provide timely responses to student, family, and faculty requests regarding technology issues.

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5. Describe the responsibilities of students during a flexible instructional day.

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

- How will students participate?
- How will students complete assignments or work on ongoing projects?
- How will students prove attendance?

Similar to what the district successfully employed during Virtual Learning Days (VLDs) as a result of COVID-19, students will be expected to participate in an FID/VLD by engaging in asynchronous learning experiences during the day and completing course assignments via Canvas or VLD packets. Asynchronous/Synchronous opportunities will be offered to support student learning and their socio-emotional well-being, as needed. Staff have learned to successfully employ virtual collaborative learning tools to ensure that students can complete ongoing projects that require cooperation from classmates.

Students will notify the school/their teachers that they are participating on the FID by communicating with the teachers via the Canvas email and chat, district Gmail, or district Outlook email. If students have issues accessing the internet/technology, they will be directed to call the teachers' school phone number and leave a message indicating that they are participating in the FID. If a message is not received on the FID, students will be required to bring in a signed letter from the parent immediately upon return to school indicating that the student participated in the FID.

Students will be responsible for:

- Following attendance procedures for virtual learning.
- Dedicating appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Checking appropriate online platforms for information on courses, assignments, and resources daily. Use contact information from the School Messenger email message or access the district technology support webpage (<https://www.ssdcougars.org/district/district-departments/technology>), should internet issues arise.
- Identifying a comfortable and quiet space to study/learn.
- Engaging in all virtual learning assignments with academic honesty.
- Exercising good digital citizenship.



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- Advocating for additional supports and resources, as needed.
- Submitting all assignments in accordance with VLD timelines or upon return to school and prior to the next in-person class meeting.
- Ensuring their own social and emotional balance by keeping healthy habits.

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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?
- 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 a child will not be attending school on the FID, parents/guardians can follow the normal absence reporting procedure, which is to call the attendance line for their building to report the student's absence or email the date and reason for the absence to their appropriate school building. The attendance hotline voicemails are automatically forwarded to the attendance secretaries' email, so they will be able to access them on an FID.

Attendance will be taken on the FID via an Attendance Google Form that the parent (grades K-5) or the student (Grades 6-12) will complete OR submission of completed Virtual Learning Day (VLD) assignments; however, students that do not complete the Attendance Google Form but submit the work on time will be retroactively marked as present.

- Students in grades 4-12 must log into Canvas at the scheduled start of class time according to the Teacher Office Hours VLD Schedule as noted in Question #2.

- Students are expected to engage with VLD activities and assignments as provided by the teacher via Canvas or paper/pencil assignments.

- Students are expected to have assignments completed based on VLD timelines or prior to the next in-person class meeting.

- If students experience difficulty while accessing the VLD activities at home, the parent/student must communicate with the school/teacher. Upon communication, an extension of assignment completion up to 3 days can be granted. The student may be marked absent and an excuse may be required depending upon the circumstances contributing to an inability to access FID instruction. The three school day count will begin upon return from a FID. (i.e. Tuesday is a FID,

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so Wednesday counts as school Day 1 for assignment completion). It is important for students to complete assignments in a timely manner to have continuity in their learning.