

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?
- 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.

RTSD has notified our stakeholders that the district has decided to apply for and implement Flexible Instructional Days (FID) via our district website, our weekly email newsletter (Radnor Reader), social media, and a public board meeting which was advertised, streamed live, and available for viewing on our public YouTube channel. The Radnor Township School District will use its current communication mediums including email, phone, website posting, and social media tools to notify all students, parents, and professionals that a flexible instructional day is instituted. We will send out information via our School Messenger system that has the ability to send all stakeholders (staff and students) a voice message, email, and text message explaining that a flexible instructional day is instituted. We will also post this information on our website, Twitter account, and Instagram account. If it is possible to designate the FID prior to the date, students will also be informed via announcements in school. This is very similar to our current practice of notifying all stakeholders when we have a school delay or closing. Along with the above, we will have regular communications with the community regarding flexible instructional days, ensuring our community is prepared for the implementation of this new initiative.

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.

When RTSD institutes a flexible instructional day, we will utilize our existing technology platforms and tools. In our secondary program, 6th-8th grade students are issued Chromebooks and 9th-12th grade students are issued Surface Go devices. In our elementary program, K-2nd students are issued iPads and 3rd-5th grade students are issued Chromebooks. All students take home their devices. We use Schoology as the LMS (Learning Management System) in our schools. We

will provide hot spots to families who need internet connectivity so their child can participate in a flexible instructional day. Through the pandemic, we were able to identify families without home internet access and were able to close that gap through our Hotspot program which continues through this day. Families qualifying for free or reduced rate broadband home internet have been assisted to acquire those connections. All staff requiring technology to complete remote work have been provided with a portable device (laptop or tablet). Students or staff lacking (reliable or any) home internet access have been provided with a cellular Hotspot for home internet access. Cellular Hotspots are also available on-demand by request through each of our school buildings and libraries. The FID day will be structured with approximately 50% synchronous instruction and 50% asynchronous instruction for all grade-levels K-12. Teachers will begin lessons with students via Zoom so they can take roll, provide instruction, and explain what asynchronous work students need to complete. Teachers will be available to work with individual and small-groups of students and answer questions during asynchronous times of the day. Teachers will utilize a combination of direct synchronous instruction, flipped asynchronous instruction, small group synchronous instruction, independent asynchronous work, individual synchronous conferences, synchronous communication (via LMS chats), and asynchronous communications (such as LMS messaging, email, etc.). General education and Special Education teachers will continue to follow IEP and 504 requirements for accommodations and modifications as necessary. Alternative methods for instruction should the technology-based delivery not be accessible due to circumstances will also be provided. These include contingency plans (outlined in narrative #3) that provide non-technology resources for the students to engage with instructional content during the FID.

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.

All our teachers and students have portable devices they take home with them. In addition, in mid-November all our teachers will send home with students, one day of Flexible Instructional Day (FID) assignments, printed out and able to be completed with pencil and paper. These assignments will be available if there is no power on the Flexible Instructional Day and will serve as accommodations for students and staff without internet access that day. Teachers will update these assignments in January to ensure they are relevant to current instruction. FID lessons would focus on key concepts for each course of study which would normally be used as part of course instruction but not time-bound by curricular scope and sequence. All assignments will have accommodations for Special Education and English Learners as appropriate. If for some reason a student is unable to access the internet or their school-issued device on the flexible instructional day, and they misplaced their hard copy assignments, we will provide them three additional school days to complete and turn in their work so they may get the benefit of the learning experience and credit for the work, but the student would not be counted as in attendance for the day. In these unique instances the student would be considered absent for the Flexible Instructional Day. Technology hotlines, staffed by technical support specialists and

instructional coaches will also be open during FIDs to support families and staff with access issues.

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.).

The responsibilities of RTSD professional staff for a flexible instructional day are as follows: --To prepare and provide meaningful instructional activities for students to complete during a flexible instructional day. This includes providing students with a hard copy of activities they can complete if there is a power outage. This instruction will be differentiated based on individual student needs, including Special Education and English Learners. --To be available online to answer student questions and to support students during the day. -- To assess student work, providing timely feedback to students. -- To report student attendance to administration. Outline of Teacher Responsibilities: Asynchronous lessons will be provided to offer flexibility for students during a flexible instructional day. These lessons will have clear instructions for students regarding the specific lesson, the content, materials, resources, and assessment. Teachers will use Schoology LMS to provide these lessons and may use additional technology tools such as Nearpod, Edpuzzle, etc. Teachers may record specific instructions for students to view and interact with, or they may link to content in our online textbooks, Discovery Education, BrainPop or other digital resources. Teachers will use technology tools that students use on a regular basis at school so students can effectively interact with these tools at home. In addition, with the support of administration, teachers will collaborate to ensure that students have a reasonable amount of work on a flexible instructional day. During the flexible instructional day, students will need to check in with the teacher synchronously with a 9:00 AM Zoom meeting for secondary students and 9:30 AM Zoom meeting for elementary students. This would be the first period teacher for high school (sixth period for TCHS Students), Advisory teacher for middle school, and Homeroom teacher for elementary. During this meeting, the teacher will see if there are any questions that a student may have regarding the assignments and if needed, direct the student to another specific teacher for support. Secondary teachers will be available from 10:00 AM-12:00 PM and 12:30 PM-2:50 PM, and Elementary teachers will be available from 1:00 PM-3:20 PM during asynchronous times to answer questions via email or to conduct a Zoom session with students, if needed. Teachers will share this information with all of their students and families as they communicate regarding the lessons. At the end of the flexible instructional day teachers will track the flexible instructional day lesson completion of their students so they can provide the administration with an accurate accounting of which students attended school on the Flexible Instructional Day. For students with disabilities, the provision of select Special Education supports and services may pose challenges during Flexible Instruction Days. In these instances, in which students' needs are unable to be met in accordance with active Individualized Education Programs, teams will assess and provide necessary review, remediation, and/or compensatory services when school resumes as appropriate. If teletherapy is available, it will be provided during FIDs including speech-language therapy, occupational therapy, and physical therapy. Counseling services may also be provided via tele-practice as appropriate. In addition, students will receive nursing services as outlined in their healthcare plans. For many students, this includes programming provided via private medical insurance on days students do not attend school (weekends, weeknights, holidays, school closures) from private providers. Oftentimes these are the same providers used by the District when students are in school buildings. For students whose healthcare plans do not include home based services during non-school hours, the school nurses will partner with families to develop FID healthcare plans (for example, students with diabetes). The responsibilities of RTSD administrative, tech support, health services, and support staff for a flexible instructional day are as follows: --To provide timely communication and respond to questions or concerns by parents, students and teachers. --To

assist in troubleshooting technology issues experienced by parents, students and teachers. --To support students as outlined in their 504 or IEP. -- To continue to ensure the orderly operation of the district by responding to emails, processing purchase orders, updating our Student Information System data, etc. Administrative, tech support, health services, and support staff will have access to portal devices as well as remote access to email, district file storage, and district phone systems (as needed) via "softphones."

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 working on ongoing projects?
- How will students prove attendance?

Students will be expected to check in with their teacher synchronously to start the day in a Zoom meeting. In this meeting, they may ask questions, get clarification to the day's activities, receive instruction, and be directed to other staff for support and guidance. The day will be approximately 50% synchronous and 50% asynchronous instruction. It may include the continuation of assignments or projects as deemed appropriate by the teacher. The work will be embedded in Schoology LMS for all students. Students will have their school-issued devices at home. If a student has a question or does not understand an assignment during any asynchronous time, they are expected to reach out to their teacher through email or Zoom (secondary students), or Schoology with parent support (elementary students) who will host office hours during any asynchronous time. If students cannot log on to the internet or complete the digital assignments on the flexible instructional day due to power outage or other uncontrollable circumstances, they should complete the alternative paper and pencil assignments. Students will be expected to attend class, complete assignments, and submit the work assigned by the teachers for that specific day. Students will prove attendance by attending required synchronous sessions (beginning of class period, morning meeting, closing time, etc.) and by submitting the completed digital assignments by the end of the class period, at the end of the flexible instructional day, or submitting their paper and pencil assignments upon their return to school.

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.

The teacher will take student attendance synchronously at the 9:00 AM Zoom meeting (secondary) or 9:30 AM Zoom meeting (elementary). If for some reason the student is unable to join that meeting, (providing notification to the instructor(s), but does complete the assignments for the day, they will be considered present for the flexible instructional day. We will ask our teachers to track lesson and assignment completion to determine participation and/or attendance during a flexible instructional day. Students who do not have access to internet due to circumstances outside their control will need to submit their completed paper and pencil assignments upon their return to school to get credit for participation in the flexible instructional day. Once we have this information, we will update student attendance records in our SIS to reflect which students attended school and which students did not attend school on a flexible instructional day. If students did not complete the work, but were ill and have a parent note, they will have an excused absence. If students do not complete the work on time, and there is no parent note excusing them, then it will be an unexcused absence.