



Radnor Township School District

Flexible Instructional Day

2025-2028 Plan

Flexible Instructional Days

A Flexible Instructional Day (FID) is a program available to public school entities to be used as an alternative approach to delivering instruction if a circumstance arises that prevents instruction in the customary manner.

Background and Eligibility

Section 1506 of the Public School Code allows public school entities to develop an FID program to meet the 180 instructional day OR 900/990-hour requirement of section 1501. Eligible public-school entities include school districts, intermediate units, career and technical schools, charter schools and regional charter schools, as defined under section 1703-A. An FID program may be online, offline, or a combination of both.

While public school entities are expected to build make-up days into their local school calendars, FID programs can support public school entities in cases when circumstances (e.g., a disease epidemic, a hazardous weather condition, a law enforcement emergency, the inoperability of school buses or other equipment necessary to the public school entity's operation, damage to a school building, or another temporary circumstance rendering any portion of a school building unfit or unsafe for use) prevent the delivery of instruction in its customary manner or location.

Radnor Township SD – Experience using Flexible Instructional Days (FIDs)

Radnor has maintained a Flexible Instructional Day (FID) plan from 2022-2025 that was approved by both our School Board and the PA Department of Education. The FID plan was based on facilitating a combination of synchronous and asynchronous remote learning. Using a modified schedule, K-5 students engaged in synchronous instruction with their teacher(s) from 9:25 to 12:30, and when appropriate, were assigned asynchronous tasks for the remainder of their day. Following their regular cycle-day schedule, 6-12 students engaged in synchronous instruction with each of their teachers for the first 10-minutes (at minimum) of each class and were assigned asynchronous tasks for the remainder of each period. Teachers remained online to support students as needed.

Important Note: Flexible Instructional Days (FIDs) are required by PDE for emergency situations. School Districts are permitted to utilize *virtual instructional days* within the district calendar to support continuity of instruction when in-person attendance is not optional or possible. For example, Radnor has utilized *virtual instructional days* for high school students on Election Day since RHS is a polling location. Presently, the 6-12 FID and virtual instructional day models are facilitated in the same or similar way, however the FID plan is based on emergency situations.

Over the last three years, Radnor has utilized our *FID plan* 2 times. See details below.

| Dates | Grade Levels | Reason |
|-----------|--------------|-------------------|
| 1/19/2024 | K-12 | Inclement Weather |
| 2/5/2025 | K-12 | Inclement Weather |

Over the last three years, Radnor has utilized a *virtual instructional day plan* 1 time. See details below.

| Dates | Grade Levels | Reason |
|-----------|--------------|--------------|
| 11/5/2024 | 9-12 | Election Day |

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FID Survey Summary - PDE requires that FID plans be updated, submitted, and approved every three years. Through analysis and review of our previous FID plan, Radnor surveyed teachers, parents, and 6-12 grade students to elicit feedback about the current model and recommendations for improvement.

| Question Areas | Teachers (n=100) | Students (6-12) (n=911) | Parents (n=476) |
|---|--|--|--|
| Current FID Model and Learning Effectiveness | <p>Generally, K-5 teachers noted that the current model is less to much less effective compared to in-person instruction with regard to student engagement, quality of instruction, and achievement of educational goals. Additionally, most teachers noted that caregivers needed to be with students or provide help to support the instructional model.</p> <p>Generally, 6-12 teachers noted that the current model was less effective to about the same as effective as in-person instruction. Additionally, most teachers noted that caregivers did not need to provide much support to students.</p> | <p>K-5: Elementary students were not surveyed.</p> <p>6-12: The majority of students indicated that they learned well through the current FID model:</p> <p>Extremely well: 25%</p> <p>Somewhat well: 41%</p> <p>Neutral: 23%</p> <p>Not well: 7%</p> <p>Extremely not well: 3%</p> <p>6-12: 66% indicated that they learned somewhat well or extremely well during FID Days.</p> | <p>K-5: The majority of parents noted that the current elementary FID model presented challenges in the home with supervision and support needed for their child to be successful.</p> <p>6-12: The majority of parents noted that the current model was effective to highly effective and little to no support was needed from care givers during FID days.</p> <p>6-8: 78% of parent responses indicated that they felt instruction was somewhat effective or very effective.</p> <p>9-12: 91% of parent responses indicated that they felt instruction was somewhat effective or very effective.</p> |
| Preferred FID Model | <p>K-5: The majority of teachers shared a preference for an asynchronous model.</p> <p>Half Day Synchronous; Half Day Asynchronous: 18%</p> <p>Synchronous Instruction to start each subject; Asynchronous after start (current model): 5%</p> <p>Synchronous all day: 0%</p> <p>Asynchronous all day: 29%</p> <p>Asynchronous with teacher check-in opportunities (with students): 48%</p> <p>6-12: The majority of teachers preferred the current model or a more asynchronous model.</p> <p>Half Day Synchronous; Half Day Asynchronous: 15%</p> <p>Synchronous Instruction to start each subject; Asynchronous after start (current model): 35%</p> <p>Synchronous all day: 0%</p> <p>Asynchronous all day: 19%</p> <p>Asynchronous with teacher check-in opportunities (with students): 31%</p> | <p>K-5: Elementary students were not surveyed.</p> <p>6-12: The majority of students indicated that they preferred the same model as now, or something with more asynchronous instruction.</p> <p>Same model: 55%</p> <p>Synchronous all day: 4%</p> <p>Asynchronous paper/pencil: 13%</p> <p>Asynchronous online: 28%</p> | <p>K-5: The majority of parents shared a preference for the current FID model.</p> <p>Half Day Synchronous; Half Day Asynchronous: 47%</p> <p>Synchronous Instruction to start each subject; Asynchronous after start (current model): 8%</p> <p>Synchronous all day: 26%</p> <p>Asynchronous all day: 7%</p> <p>Asynchronous with teacher check-in opportunities (with students): 12%</p> <p>6-12: The majority of parents preferred the current model or a half day synchronous / half day of asynchronous model.</p> <p>Half Day Synchronous; Half Day Asynchronous: 21%</p> <p>Synchronous Instruction to start each subject; Asynchronous after start (current model): 38%</p> <p>Synchronous all day: 18%</p> <p>Asynchronous all day: 6%</p> <p>Asynchronous with teacher check-in opportunities (with students): 16%</p> |

FID Analysis Summary

K-5:

- There is a clear perception from parents and teachers that our current FID model is less to much less effective than in-person instructional models.
- Feedback suggests that caregivers need to provide support during the FID day for students to remain on-task, engaged, and organized.
- Through the open-ended comments, parents indicated a strong recommendation to end flexible instructional days for primary and elementary students.
- The district calendar includes a significant amount of additional school hours beyond what is required by the PA Department of Education.

6-8:

- There is a clear perception from students, parents, and teachers that our current FID model is somewhat effective to very effective in achieving educational goals as compared to in-person instruction.
- Feedback suggests that middle school students require little to no support from caregivers during FID days.
- Students, parents, and teachers indicated a preference for the current FID model with the addition of asynchronous time.
- The district calendar includes a significant amount of additional school hours beyond what is required by the PA Department of Education.

9-12:

- There is a clear perception from students, parents, and teachers that our current FID model is somewhat effective to very effective in achieving educational goals as compared to in-person instruction.
- Feedback suggests that high school students are largely independent during FID days.
- Students, parents, and teachers indicated a preference for the current FID model with the addition of asynchronous time.

2025-2028 Flexible Instructional Day Plan Summary

| Grades | Background Information | Plan |
|--------|--|--|
| K-5 | <p>The typical RTSD instructional calendar includes 55-60 hours beyond the required 900 hours for K-5 students per year. This equates to 8-9 school days.</p> <p>RTSD has had an average of 2 snow days per year over the last 10 years.</p> | <p>When an inclement weather or emergency day is necessary:</p> <p>RTSD would utilize “inclement weather/emergency days” for up to 6 days prior to utilizing a FID plan for K-5 students.</p> <p>Students: No direct work responsibilities</p> <p>Teachers: Assigned professional development tasks that may be completed on the day (curriculum and/or building-based)</p> <p>After 6 inclement weather/emergency days, virtual instruction will occur as follows:</p> <p>K-5: Students will be assigned asynchronous work (such as reading a book and writing a summary; working on a project, etc.)</p> |

2025-2028 Flexible Instructional Day Plan Summary

| Grades | Background Information | Plan |
|--------|---|--|
| 6-8 | <p>The typical RTSD instructional calendar includes 45+ hours beyond the required 990 hours for 6-8 students per year. This equates to 7+ school days.</p> <p>RTSD has had an average of 2 snow days per year over the last 10 years.</p> | <p>When an inclement weather or emergency day is necessary:</p> <p>RTSD would utilize “inclement weather/emergency days” for up to 4 days prior to utilizing a FID plan for 6-8 students.</p> <p>Students: No direct work responsibilities</p> <p>Teachers: Assigned professional development tasks that may be completed on the day (curriculum and/or building-based)</p> <p>After 4 inclement weather/emergency days, virtual instruction will occur as follows:</p> <p>Synchronous Schedule by Period (20-minute periods)</p> <ul style="list-style-type: none"> ▪ 7:50 – 8:20 AM: Prep for Teachers and Students ▪ 8:20 – 8:40 AM: Period 1 ▪ 8:45 – 9:05 AM: Period 2 ▪ 9:10 – 9:30 AM: Period 3 ▪ 9:35 – 9:55 AM: Period 4 ▪ 10:00 – 10:20 AM: Period 5 ▪ 10:25 – 10:45 AM: Period 6 ▪ 10:50 – 11:10 AM: Period 7 ▪ 11:15 – 11:35 PM: Period 8 ▪ 11:40 – 12:00 PM: Lunch / Asynchronous Assignments ▪ Teacher call-back / Office Hours |

| Grades | Background Information | Plan |
|--------|---|---|
| 9-12 | <p>The typical RTSD instructional calendar includes 8-10+ hours beyond the required 990 hours for 9-12 students per year. This equates to 1-2 school days.</p> <p>RTSD has had an average of 2 snow days per year over the last 10 years.</p> | <p>When an inclement weather or emergency day is necessary:</p> <p>RTSD would utilize “inclement weather/emergency days” for up to 2 days prior to utilizing a FID plan for 9-12 students.</p> <p>Students: No direct work responsibilities</p> <p>Teachers: Assigned professional development tasks that may be completed on the day (curriculum and/or building-based)</p> <p>After 1-2 inclement weather/emergency days, virtual instruction will occur as follows:</p> <p>Synchronous Schedule by Period (20-minute periods)</p> <ul style="list-style-type: none"> ▪ 7:50 – 8:20 AM: Prep for Teachers and Students ▪ 8:20 – 8:40 AM: Period 1 ▪ 8:45 – 9:05 AM: Period 2 ▪ 9:10 – 9:30 AM: Period 3 ▪ 9:35 – 9:55 AM: Period 4 ▪ 10:00 – 10:20 AM: Period 5 ▪ 10:25 – 10:45 AM: Period 6 ▪ 10:50 – 11:10 AM: Period 7 ▪ 11:15 – 11:35 PM: Period 8 ▪ 11:40 – 12:00 PM: Lunch / Asynchronous Assignments ▪ Teacher call-back / Office Hours |

1 - Describe the procedure for notifying all students, parents, and professional staff prior to a Flexible Instructional Day being instituted.

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, 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.

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-5 students will be assigned asynchronous work tasks.

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.

K-5: The FID day will be structured to provide students with asynchronous assignments, tasks, and projects that will not be dependent on technology or Internet access.

6-12: The FID day will be structured with approximately 50% synchronous instruction and 50% asynchronous instruction. Teachers will facilitate lessons with students via Teams 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.

3 - Describe the responsibilities of professional staff during a Flexible Instructional Day, using your primary plan.

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 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.

K-5 Teachers: 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. This will account for the attendance of our K-5 students.

6-12 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.

6-12 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.

6-12: During the Flexible Instructional Day, 6-12 students will follow their regular schedule for the day, and participate synchronously for 20 minutes for each of their classes. During each period, the teacher will take attendance, facilitate a lesson, and 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 12:15 PM through the end of their respective day (Middle School - 2:40; High School - 3:10 PM) to conduct small group Teams sessions with students, or work and communicate with individual students, as needed. Teachers will share this information with all of their students and families as they communicate regarding the lessons.

For students with disabilities, the provision of select Special Education supports and services may pose challenges during Flexible Instructional 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."

4 – What procedure will identify student participation during a Flexible Instructional Day to enforce attendance under Article XIII, for your primary plan?

K-5: 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. This will occur at the end of the FID day to account for the attendance of our K-5 students.

6-12: During the Flexible Instructional Day, 6-12 students will follow their regular schedule for the day, and participate synchronously for 20 minutes for each of their classes. During each period, the teacher will take attendance, facilitate a lesson, and 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 12:15 PM through the end of their respective day (Middle School - 2:40; High School - 3:10 PM) to conduct small group Teams sessions with students, or work and communicate with individual students, as needed. Teachers will share this information with all of their students and families as they communicate regarding the lessons.