

Flexible Instructional Days Plan

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

If a Flexible Instructional Day (FID) is instituted due to inclement weather, building issues, or other qualifying emergencies, our school will follow a clear, multi-tiered communication protocol to ensure all stakeholders are promptly and effectively notified, including families who may not have access to the internet or power during an emergency.

Communication to Parents/Guardians and Students

Parents/guardians and students will be notified immediately before or on the day of the FID using the following methods:

- Automated phone calls (robocalls) using our school notification system, GoTo. This system is accessible via the app and functions through both Wi-Fi and cellular service, ensuring messages are received even during power or internet outages.
- Text messages and emails sent through our Student Information System.
- ClassDojo messages for direct communication from teachers and administrators.
- School website updates, including a dedicated Flexible Instructional Day information page with updates, schedules, expectations, and access to digital packets.
- Social media posts on official school channels (e.g., Facebook, Instagram).
- Broadcast announcements on local news stations WPXI, KDKA, and WTAE. These announcements will be made the morning of a FID day and are coordinated manually by our school to reach families without internet access.
- Physical signage will be placed outside both school buildings on a large tripod sign indicating the use of a Flexible Instructional Day. The signs will also feature a QR code linking to the FID webpage.

If a power outage or internet outage occurs:

- Families will be instructed at the beginning of the school year to check for robocalls and text messages, which are the most reliable forms of communication in an outage.

- All K–3 students will receive printed FID packets in their take-home folders in early fall. These packets will include learning activities for multiple days, as well as a printed FID “cheat sheet” outlining how to complete work and receive attendance credit.
 - Grades 4-8 packets may be mailed home to ensure delivery, given historical trends in lost materials at this level.
- An FID call-in number will be included on all handouts and robocalls, allowing families to contact the school for updates and clarification.
- A follow-up robocall will go out to families after the informational meeting to confirm that packets are being sent home and outline expectations for credit and participation.

Communication to Professional Staff

Staff will be notified of the implementation of a Flexible Instructional Day using:

- Email announcements from the administrative team.
- Text messages via internal group chat or emergency alert system.
- Phone tree or direct phone calls for staff without email access or during widespread outages.

At the start of the school year, staff will be briefed on FID expectations and the communication protocol. All staff will receive:

- A Flexible Instructional Day staff checklist, including responsibilities for both synchronous and asynchronous instruction.
- Details on office hours, attendance documentation procedures, and contingency measures in the event of technology issues.
- Dedicated time to organize and create work packets to be sent home.

Preemptive Communication Plan

To ensure readiness:

- A Flexible Instructional Day Overview will be presented during an early fall information session for families. This session will be hosted in person (if possible), recorded for online viewing, and summarized in print for families who are unable to attend.
- During this session, all families will receive a printed FID “cheat sheet” and school call-in number.

- A dedicated FID landing page on the school website will include procedures, grade-specific expectations, digital versions of all learning materials, FAQs, and contact information.

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 due to one of the reasons cited in Section 1506, such as severe weather.

Our primary Flexible Instructional Day (FID) plan ensures access and equity across all grade levels by using a blend of instructional delivery methods appropriate to students' developmental needs and home access to technology. The plan also includes embedded support for students with disabilities and English Learners.

Primary Method of Instruction

- Grades K–2:
Instruction is delivered asynchronously using modified, developmentally appropriate packets that cover ELA, math, science, and social studies. These packets are designed with visuals, simple instructions, and activity-based learning.
Students receiving special education services will be provided with differentiated or modified packets tailored to their IEP goals and instructional levels. English Learners will receive language-accessible activities.
Optional digital resources or links may be shared through ClassDojo for families with internet access, but are not required for participation.
- Grades 3–5:
The primary method is asynchronous digital instruction, with materials uploaded to Google Classroom or ClassDojo. If a closure is anticipated, students will take home devices.
A packet version of the lessons will also be distributed to all students in advance as a contingency.
Special education teachers and support staff will collaborate with classroom teachers to modify digital assignments and packets. They may also join live sessions or schedule Zoom breakout rooms for small group support.
- Grades 6–8:
A hybrid model of instruction is used: two synchronous Zoom check-ins (e.g., 10:00 AM and 2:00 PM) paired with independent asynchronous work on Google Classroom.
Special education teachers will push into Zooms or run small group breakout rooms as needed. Assignments will be scaffolded to meet the needs of diverse learners.
EL support staff will also provide adapted materials or live support as needed.

Flexible Instruction Day Structure (Sample Schedule)

Time	Grades 6–8	Grades 3–5	Grades K–2
10:00–10:45	Live Zoom session or check-in	Independent work (digital/packet)	Packet-based learning
10:45–12:00	Independent work (Google Class)	Continued work + check-in options	Packet-based learning
12:00–1:00	Lunch/Break	Lunch/Break	Lunch/Break
1:00–2:00	Independent work	Optional Zoom support	Packet-based learning
2:00–2:30	Live Zoom support/check-in	Optional Zoom support	Not applicable

Specials teachers (e.g., Art, Gym) may offer optional enrichment drop-ins via Zoom for any interested students across K–8. These are not mandatory and are not used for attendance.

Mode of Instruction

- Grades K–2: Asynchronous (paper-based)
- Grades 3–5: Asynchronous (digital with optional Zoom support)
- Grades 6–8: Both synchronous and asynchronous

Distribution of Materials

- Modified instructional packets (including those for special education and EL students) will be sent home in advance of winter weather or will be available for pick-up.
- Devices will be distributed to students in grades 3–8 if a closure is anticipated.
- Families and students will be trained on FID expectations via ClassDojo, newsletters, and a pre-season family information session.
- All instructional staff will engage in refresher sessions on Zoom use and digital instruction tools during fall staff meetings to ensure readiness.

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

During a Flexible Instructional Day (FID), all professional staff are expected to maintain instructional continuity, support students equitably, and remain accessible throughout the day. Depending on grade level and student access, staff will utilize digital platforms (e.g., Google Classroom, ClassDojo, Zoom) or alternative communication methods (e.g., phone or text).

Classroom Teachers (Grades K–8)

- Grades K–2: Teachers will prepare and send home developmentally appropriate instructional packets in advance. On a FID, they are available during designated office hours via ClassDojo message, email, or phone for any student or family questions.
- Grades 3–5: Teachers will upload assignments to Google Classroom or ClassDojo. They will check messages throughout the day and, if appropriate, offer optional support via Zoom. Teachers will respond to student and parent inquiries and provide clarification on assignments as needed.
- Grades 6–8: Teachers are responsible for hosting two Zoom blocks (e.g., 10:00 AM and 2:00 PM) and managing asynchronous assignments on Google Classroom. They will hold digital office hours and monitor student progress through submitted work and participation.

Special Education Teachers and Paraprofessionals

Special Education Teachers:

Collaborate with general education teachers to adapt assignments in both digital and packet formats.

Support students via Zoom breakout rooms, individual check-ins, or phone contact during the FID.

Ensure that students with IEPs receive access to appropriate accommodations/modifications.

Document services are provided, and families are communicated with as needed.

Paraprofessionals:

Join Zoom sessions to support students in breakout rooms or small groups.

Assist with reviewing student work and providing clarification.

Maintain communication with students and families via ClassDojo, email, or phone.

English Learner (EL) Support Staff

Modify assignments and provide translations or language-accessible materials.

Offer Zoom support, phone check-ins, or asynchronous video explanations as needed.

Communicate regularly with students and families to ensure comprehension and access.

School Counselors and Social Workers

Remain available to support students and their families during the FID.

Host optional check-ins via Zoom or phone to support emotional well-being.

Monitor messages on ClassDojo or email and respond promptly to any concerns.

Provide SEL activities that can be completed independently or with family support.

Administrators

Ensure that all staff are following FID protocols.

Serve as a point of contact for families and staff.

Oversee the implementation of FID plans, support troubleshooting, and monitor attendance reporting.

Technology Support Staff

Remain on-call during school hours via phone and email.

Provide troubleshooting for device access, login issues, and connectivity.

Share guides or videos with students and staff in advance to support tech readiness.

Health Service Providers (e.g., School Nurse)

Available via email or phone to respond to health-related questions.

Share optional health and wellness resources with families in advance or on the day of the FID.

Contact Methods Summary

<u>Role</u>	<u>Contact Method(s)</u>
Teachers (K–8)	ClassDojo, Google Classroom, email, Zoom, phone
SPED & Paraprofessionals	Zoom, ClassDojo, phone, email
EL Support Staff	ClassDojo, translated materials, phone/email
Counselors & Social Workers	Zoom, phone, ClassDojo, email
Administrators	Phone, email, ClassDojo
Tech Support	Helpdesk phone line, email
Health Services	Phone, email

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

Student attendance during a Flexible Instructional Day (FID) will be documented based on participation in synchronous learning, submission of assigned work, or verified engagement through communication with staff. The procedure varies slightly by grade level to reflect developmental appropriateness and access.

Attendance Tracking by Grade Band

- Grades K–2 (Asynchronous, Packet-Based):
 - Students are considered “present” if they return their FID packet work by the first school day following the closure.
 - Teachers will maintain a checklist and confirm submission for each student.
 - If work is not returned, the student will be marked absent unless a documented excuse is provided.
- Grades 3–5 (Asynchronous Digital with Optional Zoom):
 - Participation is determined by submitting assignments on Google Classroom or ClassDojo or by returning a printed packet (if the student does not have digital access).
 - Teachers will check daily submissions and record attendance in the student information system.
 - Failure to submit will result in the student being marked absent, unless the absence is verified as excused.
- Grades 6–8 (Synchronous + Asynchronous Hybrid):
 - Students are expected to attend two Zoom sessions (e.g., morning and afternoon).
 - Attendance is recorded through Zoom participation logs and/or completion of assignments posted to Google Classroom.
 - Students who cannot attend live sessions may watch the recorded lesson and complete the corresponding assignment by midnight on the FID to be counted present.
 - Non-participation in live instruction and assignment submission will result in an absence unless a valid excuse is communicated.

Participation Verification Methods

- Google Classroom or ClassDojo submission timestamps.
- Zoom attendance reports and chat logs.

- Completion and return of hard-copy packets.
- Documentation from staff of communication with student/family (e.g., phone, email, ClassDojo message).
- Engagement in small group sessions or SPED/EL support.

Attendance Codes and Reporting

- Teachers will submit attendance based on verified participation by the end of the FID or the next in-person school day.
- Students with no evidence of participation and no valid excuse will be reported as unexcused absences.
- Students with excused reasons (e.g., illness, lack of power/internet) will be marked accordingly, and makeup expectations will follow the school's regular absence policy.

If a student is unable to access online instruction on a Flexible Instructional Day due to a power outage, they are expected to complete the paper-based FID packet that was distributed in advance. Students in K–4 receive their packets in take-home folders, and Grade 4 packets may also be mailed to ensure delivery. Packets include a checklist and instructions for credit. The student must return the completed packet the next school day in order to receive attendance credit for participating on the FID.

If a student missed the packet distribution (e.g., due to absence), their parent or guardian may pick up a replacement packet at the school. Additionally, the packet is available for download on the school's website, and if the family does not have access to a printer, the work may be completed on a separate sheet of paper or in a notebook.

These supports ensure that all students, even those without internet access or who missed distribution, can participate on the day of the Flexible Instructional Day and receive proper credit.

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.

In cases where the primary plan fails, such as during widespread power outages, loss of internet connectivity, or sudden, unanticipated closures, our school will activate a contingency plan that relies on pre-distributed instructional packets to maintain continuity of learning across all grade levels.

Instructional Methods Used in the Contingency Plan

- All Grades (K–8) will use asynchronous, packet-based instruction.
- Instructional packets will include grade-level assignments in English Language Arts, Math, Science, and Social Studies, along with optional activities in specials or enrichment areas.
- Packets will be designed for independent work and include:
 - Clear, step-by-step directions
 - Standards-aligned content
 - Visual supports (especially for early grades and ELs)
 - Modified versions for students with IEPs or additional learning needs
- No technology or internet is required to complete the work.

Contingency FID Day Structure (Sample)

While the contingency plan is asynchronous and not time-bound by digital schedules, the structure of a full learning day is preserved through the packet content. Below is a suggested pacing guide provided to families and students:

Time	Suggested Activities (K–5)	Suggested Activities (6–8)
9:00–10:00	ELA Reading + Writing Task	ELA Reading + Response/Analysis
10:00–11:00	Math Practice & Problem Solving	Math Practice + Application
11:00–12:00	Science Exploration (Read/Write/Draw)	Science Article or Task
12:00–1:00	Lunch/Break	Lunch/Break
1:00–2:00	Social Studies (Map, Article, Timeline)	Social Studies Reading + Reflection
2:00–3:00	Optional Special/SEL activity	Optional Special/SEL/Wellness Task

Mode of Instruction

- The contingency plan utilizes only asynchronous instruction.

- No live teaching or real-time engagement is required, as students may not have internet or device access.
- Assignments are designed to be completed independently and reviewed upon return to school.

Distribution of Materials and Resources

- Packets will be distributed in advance of the FID season (e.g., November–March), and updated quarterly to reflect current learning progress.
- Each student will receive up to five days of packets at a time, to be kept at home “just in case.”
- Packets may also be:
 - Sent home via student folders
 - Made available for pick-up at the school
 - Uploaded to the school website or ClassDojo (for those who do have access)

Special Populations:

- Modified packets for students with IEPs and ELs will be prepared collaboratively by SPED and EL support staff.
- Additional printed reference tools (e.g., visuals, glossaries, sentence frames) will be provided as needed.

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.

In the event that our primary plan (which relies on devices and internet access) is not feasible, due to widespread power outages, lack of student connectivity, or unanticipated closures, our contingency plan ensures all students can continue learning through pre-distributed instructional packets. During this time, all professional staff maintain responsibilities to support students and families using non-digital communication and service delivery methods.

Classroom Teachers (Grades K–8)

- Responsible for preparing and distributing paper-based instructional packets in advance. These packets include clear directions, standards-aligned content, and space for student responses.

- Teachers will provide contact information (school phone number, classroom phone line, or other designated number) for families to reach out during the FID.
- Teachers are expected to check voicemails and return calls when possible, and to maintain a log of any student or family contact related to the day's learning.
- Upon the student's return, teachers will collect and review packets for participation and provide follow-up instruction or feedback as needed.

Special Education Teachers

- Collaborate with general education teachers prior to the FID to ensure all packets are modified and aligned with students' IEPs.
- Include accommodations and differentiated instructions directly within the packet.
- Provide hard-copy communication tools (such as feedback forms or notes to parents) and/or designate time for phone check-ins where possible.
- Ensure that all required services are documented and rescheduled if not feasible during the FID.

Paraprofessionals

- Assigned teacher's assistants will support by:
 - Helping prepare and adapt packets for specific students.
 - Joining teachers in follow-up support when students return.
 - Making phone contact with students or families if assigned, especially for students with IEPs or additional learning needs.
 - Documenting contact attempts and relaying any needs to the instructional team.

English Learner (EL) Support Staff

- Prepare translated packets or materials with visual supports and simplified language.
- Provide printed glossaries or sentence frames to scaffold tasks.
- If possible, EL staff will coordinate with families via phone calls to explain packet instructions in the home language.

- May include take-home reference tools or bilingual instructions to ensure access during the FID.

School Counselors and Social Workers

- Provide students with printed SEL activities or journal prompts as part of the contingency packet.
- Remain accessible through school phone lines for students in need of emotional or behavioral support.
- Coordinate with families who need mental health support or referrals by phone.

Administrators

- Oversee FID implementation and communication processes.
- Serve as a point of contact for families without internet, and ensure paper communication is distributed when possible.
- Maintain contact with teachers and support staff by phone and ensure logs of participation and support are collected.

Technology Support Staff

- While technology is not used during a full contingency plan, tech staff remain available by phone for families seeking clarification on device issues for future use.
- Prepare printed troubleshooting guides for families in advance.

Health Services (e.g., School Nurse)

- Available by phone during school hours to answer urgent health-related questions.
- May include printed wellness information in packets (e.g., hygiene, nutrition tips, or chronic condition care reminders).

Student Contact Without Internet Access

<u>Role</u>	<u>Contact Method(s) During Contingency Plan</u>
Teachers	School phone number, voicemail

SPED & Paraprofessionals	Phone calls, paper-based communication
EL Support Staff	Phone calls, printed bilingual resources
Counselors & Social Workers	School phone line, optional mailed info
Administrators	Direct school phone line
Tech Support	Phone support
Health Services	School nurse via phone

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?

During a Flexible Instructional Day (FID) implemented under the contingency plan, such as during power outages or when technology is not accessible, attendance and participation will be determined by completing and returning paper-based instructional packets.

How Teachers Track Attendance and Participation

- Teachers will record student participation based on the return of completed packets.
 - For grades K–2, this includes written work, checklists, or parent signatures confirming the work was completed on the day of the FID.
 - For grades 3–8, students must return all assignments in the packet.
- Packets are designed to align with learning standards and include activities in core content areas. They are structured to reflect a full instructional day.
- Students are required to submit the packet the day they return to school to receive attendance credit for the FID.

Proof of Participation

- Completion of the packet serves as the primary indicator of attendance and participation.
- Teachers will log returned work and follow up with students who fail to submit their assignments on time.

- Staff will review submitted work to confirm it reflects completion and effort on the actual FID (not retroactive make-up work).
- Students unable to complete the work due to illness or other valid reasons must provide written documentation for the absence to be marked excused.

Students Who Do Not Participate

- If no packet is returned and no communication or documentation from the parent/guardian, the student will be marked as unexcused for the FID.
- If a valid excuse is submitted (e.g., illness, family emergency), the absence will be recorded as excused, and the student will be allowed to complete the work afterward under the school's regular absence policy.

Ensuring Fidelity of Work Completion

- Teachers may include a brief reflection, checklist, or parent verification form as part of the packet to confirm the student engaged with the material on the designated FID.
- For students receiving special education or EL services, support staff will review the submitted work to verify that appropriate access and modifications were followed.

Student participation on a Flexible Instructional Day (FID) is documented using two methods based on the type of instruction:

1. For Students Using Technology (Asynchronous Instruction)

- Students in Grades 5–8 submit assignments through Google Classroom.
- Assignments are timestamped to confirm they were completed on the actual FID.
- Teachers verify digital submissions and mark students present accordingly.

2. For Students Using Paper Packets (K–4 or Without Internet)

- Students are expected to complete their packet on the FID and return it on the next school day.
- Teachers review the returned work and confirm that it reflects completion of the day's instruction.

- Students whose work is returned and shows appropriate effort and alignment to the assignment will be marked present for the FID.
- Packets include a date stamp and learning checklist to reinforce the expectation that work must be done on the day of the closure, not afterward.

TV/Radio Notification

- WPXI, KDKA, and WTAE will broadcast announcements when an FID is declared.
- This ensures families are aware a Flexible Instructional Day is taking place, even if they are without internet access.

Students who do not submit work or show evidence of participation on the day of the FID will be marked absent, with excused or unexcused status determined by school policy.

Exemplars:

Alpha Numeric Descriptor: CC.1.3.5.A	Standard Descriptor: Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Lesson Title Discovering Theme and Point of View: “Thank You, Ma’am”	
Lesson Goals (Planned Instructional Outcomes) • Determine the theme of <i>Thank You, Ma’am</i> using supporting details. • Identify character traits and how characters’ actions develop the theme. • Write a brief summary of the story. • Retell the story from a character’s perspective.	
Activities 1. Read the Short Story: <i>Thank You, Ma’am</i> by Langston Hughes (packet). 2. Theme Finder: Complete the graphic organizer identifying the theme with text evidence. 3. Character Traits: List traits for Roger and Ms. Luella Bates Washington Jones. Include 2–3 examples. 4. Point of View Rewrite: Rewrite a scene from Roger’s or Ms. Jones’s perspective. 5. Summary: Write a 3–5 sentence summary of <i>Thank You, Ma’am</i>. 6. Reflection: Answer the question: <i>Have you ever been given a second chance like Roger?</i> 7. Optional Extension: Create an illustration showing the story’s theme.	
Resources • <i>Thank You, Ma’am</i> story • Theme Finder graphic organizer • POV outline • Writing paper, pencils, crayons (optional)	

Assessment(s)

- **Completed Theme Finder**
- **Character trait list with evidence**
- **POV rewrite**
- **Story summary**
- **Reflection response**
- **Optional illustration**

Accommodations and Modifications

- **Sentence starters and summary scaffold**
- **Visual vocabulary support**
- **Allow oral or illustrated responses**
- **Enlarged text and simplified prompts for IEPs/ELs**

Adaptations for No Internet Access

- **All materials in packet**
- **No tech required**
- **Return packet for attendance credit**
- **Clear, step-by-step directions with visuals**

Math Exemplar~ Grade 5

CC.2.1.5.C.1: Use understanding of place value to multiply and divide decimals.

CC.2.3.5.A.1: Graph points in the first quadrant on the coordinate plane and interpret coordinate values in context.

Lesson Title

Multiplying Decimals & Understanding Lines, Rays, and Angles

Lesson Goals (Planned Instructional Outcomes)

- Multiply multi-digit numbers with decimals accurately.
- Identify and describe lines, rays, and angles.
- Measure and record lengths in the environment.

Activities**Multiplying Decimals**

1. Review notes on multiplying decimals.
2. Complete practice problems (8+).
3. Play Buzz Multiples Game (optional, family engagement).
4. Check answers using key and correct mistakes.

Lines, Rays, and Angles

1. Review definitions and diagrams.
2. Match terms to diagrams.
3. Measure 5 items at home and plot results on a personal plot line.
4. (Optional) Create a geometry scavenger hunt.

Resources

- Multiplying Decimals Notes
- Practice Sheet
- Lines, Rays, Angles Notes and Diagrams
- Personal Plot Line Template
- Ruler (optional), pencil

Assessment(s)

- Completed decimal multiplication practice
- Matched diagram activity
- Personal plot line
- Optional scavenger hunt list

Accommodations and Modifications

- Simplified problem sets
- Step-by-step guides
- Visual math word bank
- Oral explanations allowed

Adaptations for No Internet Access

- All materials in paper packets
- No tech required
- Return packet for attendance credit
- Clear, step-by-step instructions with visuals