KASD Flexible Instructional Day Program

Presented to the Policy & Curriculum Committee
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Introduction

- Act 64 of 2019, Section 1506 added to PA School Code
- Enables public school entities the opportunity to develop a FID program to meet the 180 instructional day requirement of Section 1501 of the School Code.
- FID program may be online, offline, or a combination of the two
- May not exceed five (5) days
Introduction

- May enact FID when circumstances prevent the delivery of instruction in its customary manner/location for any of the following reasons:
  - an 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
  - a temporary circumstance rendering any portion of a school building unfit or unsafe for use.
Procedure for notifying all students, parents, and professional staff prior to a flexible instructional day being instituted?

1. Application communication plan:
   a. 04.30.21 Staff notified via email
   b. 05.10.21 P&C Meeting
   c. Website and social media posting
   d. Seeking approval at 05.17.21 Board Meeting

2. Prior to implementation:
   a. Teacher notification ASAP via email and direct communication from superintendent/supervisor
   b. Parents/guardians and students:
      i. ConnectEd notification
      ii. Website and social media posting
Procedure for instituting a flexible instructional day?

Beginning of the year system readiness:

a. All students provided devices to use at home;

b. Hotspots available to qualifying families

c. Teachers instruct/remind process for an FID, including how to access course materials and assignments via Google classroom (K-5) and Canvas (6-12)

d. Remote assistance help desk contact information provided
Procedure for instituting a flexible instructional day?

Day of an FID:

a. **Elementary** students log into homeroom Zoom link at 9:00AM to receive instructions for day and follow a modified schedule (details TBD during summer 2021)

b. **Secondary** students follow typical class schedule, logging into each class’s Zoom link at the appropriate time

c. Instruction:
   i. Synchronous/teacher-facilitated lesson, teacher-provided links to instructional videos or websites, practice activities, and assignments
   ii. May include small groups (breakout rooms), individual practice, and/or 1:1 instruction
   iii. Special education, ESL, and gifted supports provided throughout the day as planned through collaboration with classroom teacher and specialist
Contingency plans?

- Beginning of school year, all teachers develop, communicate (orally and on paper), and frequently update contingency plans in case of technology issues.
- Plans may include:
  - off-line (paper-based) assignments,
  - reading assignments,
  - written assignments,
  - practice activities,
  - Individual work on projects.
- Assignments due next (in person) day.
Responsibilities of professional staff?

- Professional staff available during school day via phone, email (which they will monitor throughout the day), and Zoom
  - Teachers
  - Counselors
  - Nurses
  - Administrators
  - Administrative assistants
- Teachers will conduct classes as per schedule
- Paraprofessionals, special education teachers, gifted education teachers, behavior, occupational, and speech therapists will provide instruction/support throughout the day
Responsibilities of students?

- Participate in class by logging into Zoom/Google Meet sessions at the designated times, responding to teachers’ and peers’ questions, and completing any assignments or activities related to lesson.
- Assignments given directly by teachers, accessible via Google Classroom (elementary) or Canvas (secondary).
- Attendance confirmed by student log-in to synchronous classes and completion of assignments submitted via either Google Classroom (elementary) or Canvas (secondary).
Procedure for tracking student participation (i.e., attendance)?

- Attendance: logged in and participating
- Attendance tracked in PowerSchool
- Participation monitored via assignments submitted/uploaded or completed in Google Classroom or Canvas
- Assignments due either during class or upon return to school in either digital or paper format

- Students who do not participate during the FID will be reported as having either excused or unexcused absences accordingly, determined via parent contact
Measuring student daily attendance during remote learning

Every local education agency (LEA) (school districts, charter schools, cyber charter schools, career and technology centers, and intermediate units) must have an established attendance policy that governs how attendance is collected, coded, and reported. Daily student attendance data must be collected in the LEA’s student information reporting system; LEAs will be required to submit a full year of attendance data for SY 2020-21 to the Pennsylvania Department of Education (PDE) via the Pennsylvania Information Management System (PIMS), regardless of instructional delivery model.

When students are learning in-person, the LEA’s standard attendance policy and procedures should be followed. When instructional delivery models include remote learning, LEAs must develop and employ a procedure within the current attendance system to make daily contact with students learning off-campus.

When students are learning off campus, it may be more difficult for educators to fully assess student engagement/attention during the learning activity. Based on guidance from national experts on attendance, LEAs implementing hybrid or full-remote instructional models in SY 2020-21 must reflect the following in local attendance policies:

- When students are learning remotely – regardless of whether it is synchronous or asynchronous – the attendance measurement must include data that allows the school to assess whether the student engaged in the assigned learning activity. Capturing student log-in or contact with school staff is not enough to truly assess exposure to the learning activity.
- More specifically, schools must account for both student’s daily access to and completion of assigned learning activities.
- Daily contact between assigned school staff and students/families is important to student success.

- “…assess whether the student engaged in the assigned learning activity”
- “…account for both students’ daily access to and completion of...activities”
- “daily contact... is important”
Questions?

Please contact Superintendent Christian Temchatin with any questions or concerns (ctemchatin@kasd.org).