Remote Learning Plan
Virtual Instruction Days
For
Foster School District
Submitted to the
Rhode Island Department of Education on:
03/18/2020
Plan Duration: 3/23/20 - TBD
To be implemented only for current COVID-19 State of Emergency

Superintendent: Michael Barnes

Principal: Marcella Terranova Clark  School: Captain Isaac Paine Elementary School

Signature / Date
Virtual Instruc**

Virtual Instructional Day Plan Checklist

*Clearly label evidence. Indicate N/A if evidence is not included.

<table>
<thead>
<tr>
<th>1. Culture and Management</th>
<th>✓ Narrative Included</th>
<th>✓ Evidence Included*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Secured stakeholder support</td>
<td>✓</td>
<td>1.a</td>
</tr>
<tr>
<td>b) Secured local school committee approval</td>
<td>✓</td>
<td>1.b</td>
</tr>
<tr>
<td>c) Secured agreements with all bargaining units</td>
<td></td>
<td>1.c</td>
</tr>
<tr>
<td>d) Plan for participation in virtual instructional days including communication to staff, students, and parents</td>
<td>✓</td>
<td>1.d</td>
</tr>
<tr>
<td>e) Method for determining all staff and student attendance</td>
<td>✓</td>
<td>1.e</td>
</tr>
<tr>
<td>f) Plan for the accessibility of student services</td>
<td>✓</td>
<td>1.f</td>
</tr>
<tr>
<td>g) Defined protocols for instituting and communicating the virtual instructional day occurrence</td>
<td>✓</td>
<td>1.g</td>
</tr>
<tr>
<td>h) Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.</td>
<td>✓</td>
<td>1.h</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Curriculum and Instruction</th>
<th>✓ Narrative Included</th>
<th>✓ Evidence Included*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness</td>
<td>✓</td>
<td>2.a</td>
</tr>
<tr>
<td>b) Professional development on instructional and classroom management practices for virtual environments</td>
<td>✓</td>
<td>2.b</td>
</tr>
<tr>
<td>c) Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements</td>
<td>✓</td>
<td>2.c</td>
</tr>
<tr>
<td>d) Instructional exemplars constructed to progress student learning in support of course objectives</td>
<td>✓</td>
<td>2.d</td>
</tr>
<tr>
<td>e) Plan for all subject areas and student subgroups</td>
<td>✓</td>
<td>2.e</td>
</tr>
<tr>
<td>f) Tools to facilitate assessments to ensure student engagement and mastery</td>
<td>✓</td>
<td>2.f</td>
</tr>
<tr>
<td>g) Plan to provide synchronous instructional supports for students seeking assistance</td>
<td>✓</td>
<td>2.g</td>
</tr>
</tbody>
</table>
h) *Demonstration of comparable levels of rigor between online and offline instruction.*

| 2.h | ✔ |

<table>
<thead>
<tr>
<th>3. Technology and Supports</th>
<th>✓ Narrative Include*d</th>
<th>✓ Evidence Included*</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) <em>Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days</em></td>
<td>3.a</td>
<td></td>
</tr>
<tr>
<td>b) <em>Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources</em></td>
<td>3.b</td>
<td></td>
</tr>
<tr>
<td>c) <em>Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days</em></td>
<td>3.c</td>
<td></td>
</tr>
<tr>
<td>d) <em>Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources</em></td>
<td>3.d</td>
<td></td>
</tr>
<tr>
<td>e) <em>Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources</em></td>
<td>3.e</td>
<td></td>
</tr>
<tr>
<td>f) <em>Technical assistance and support offered during virtual Instructional days</em></td>
<td>3.f</td>
<td></td>
</tr>
</tbody>
</table>

1. Culture and Management

**a) Secured stakeholder support:**
Development of this plan was ongoing. On March 16th, building and district administrators met with Tech personnel and the co-presidents of the teachers union to discuss remote learning. The Principal and Superintendent have signed approval of the plan. School committee members also support remote learning for extended state of emergencies and will review the plan at their March 24th meeting.

**b) Secured local school committee approval:**
The School Committee Chair also signed above. The school committee wishes to continue to cancel school due to inclement weather to be made up at the end of the school year. They also support remote learning for extended days when a state of emergency has been called by the Governor of RI.

**c) Secured agreements with all bargaining units:**
Although remote / digital learning days are different than in school learning days, Foster School District and The Foster Teacher’s Union share the desire to sustain and advance student learning during a period of state or federal emergency when in-person schooling is not occurring. We are working collaboratively to create a plan that provides meaningful education while providing support for teachers. Foster School District provides all educators with a ChromeBook or laptop to connect with
students. Teachers have built-in time to plan, collaborate, and conference with students to support remote learning.

d) **Plan for participation in virtual / remote instructional days including communication to staff, students, and parents:**

All students in grades 3-5 have access to a chromebook from home or from school that supports our 1:1 instructional technology plan in Grades 3-5. The district utilizes Google Classroom as a learning management platform. Teachers in Grades 3-5 already use Google Classroom to post assignments, handouts, and related resources.

Students also take quizzes and assessments in Google Classroom as part of in-school instruction. Students will be expected to complete their daily assignments and discussions in different formats such as Zoom and Google Suite just to name a few other modalities. There is no required seat time for students daily, they will work at their own pace to complete assignments. Attendance will be taken later in the day and monitored by teachers. Due dates will be provided for each assignment and/or “learning packet” following our district approved Grading Policy. Trimester dates and report card dates will follow our district calendar. **School Calendar 2019-2020**

All teachers have access in grades Pre-K-5 to a chromebook and/or other device to support our instructional technology plan. The district utilizes Google Classroom in most grades for student usage. The elementary grades use Google Classroom as a learning management platform. Teachers in grades 3-5 already use Google Classroom to post assignments, handouts, and related resources. Students also take quizzes and assessments as part of in-school instruction in this format. This will continue as much as possible for Grades 3-5. Also, grades 3-5 will be encouraged to add parents/guardians to their Child’s/Children’s Google Classrooms. Teachers in Grades Pre-K-2 will be encouraged to set up Google Classroom with parents to post communication, office hours, and other related resources. The Tech Director and Instructional Coach will be available to support teachers in Pre-k-2 with the creation of these digital classrooms and support Grades 3-5 to include parents/guardians into their classrooms.

Our plan is to include an embedded approach of digital and “paper and pencil” tasks to our blended learning approach with all students as long as possible with the hopes of being completely digital.

To ensure students in K-5 have instruction and assessment aligned to Common Core State Standards students will engage in and complete I-Ready instructional assignments daily. I-Ready assessments will be utilized to determine student mastery of grade-level expectations. I-Ready analytics will be used to verify the frequency and duration of student’s engagement with the learning experiences. I-Ready will be available as a diagnostic as well as a teaching tool for reading and math. Students will be required to spend at least (45) minutes for reading instruction daily and at least (45) minutes for math instruction daily depending on your grade level and teacher recommendation. The instructional time for reading and math is based on i-Ready recommendations for student instruction.
This will be in addition to other educational/instructional activities provided by classroom teachers and specialists and providers. i-Ready can be monitored by teachers and other related support staff for progress.

These i-Ready learning opportunities will be augmented with learning “packets” developed by teachers in grades Pre-K-5 that include educational, instructional and developmentally appropriate materials. These “learning packets” will augment and compliment the online learning with instructional materials and activities that are developmentally appropriate. This blended learning instructional methodology embedded in our remote/virtual learning plan is all designed to emulate the blended learning environment that already exists in our school. This model will eventually shift to a more digital approach with i-ready and other instructional material made available in Google Classroom for students.

Grades 3-5 will be encouraged to use The Google Classroom platform and Grades K-2 will continue with mostly Learning Instructional Packets. There will be “paper pencil” tasks and well as digital opportunities and resources for students and families. The Google Classroom will be established for all grade level classrooms and will include students and parents/guardians as well. Families/Guardians will have access to student Google Classrooms. Our hope is to ensure all Grades 3-5 have the technology they need and staff as well. We then will try to do the same for Grades K-2 with a combination of ipads and chromebooks. We are hoping if need be that tasks can be uploaded by teachers to Google Classrooms.

All classroom teachers will be expected to upload instructional videos, projects, slide decks, and/or differentiated resources to support all assignments. Students will be given daily assignments that mirror their school schedule. Classes that meet daily, will have daily assignments, those that meet every other day or once a week, will have assignments comparable to the school scheduled assignments. Teachers that departmentalize will share and post all lessons and materials for classes and collaborate with one another.

- Our goal is to provide all students/families with technology and wifi within these next 2 weeks. We are hoping to have ALL students on technology by 4/3. Our goal is to have Google Classrooms up and running for All students and families at CIP. Our goal is that students will have access and complete reading and math tasks on I-Ready for 30-45 minutes daily for each subject area. In addition, teachers can upload assignments and reduce the “paper and pencil tasks” created for students that require staff to physically leave home and require distribution. The ultimate goal is to be “paperless” and more of a digital platform for all students and instruction.

All teachers will hold daily “office hours” (3 hours daily) through Conferencing/Phone Calls/Zoom/email to answer any student questions. The times of office hours will be posted and scheduled through Google Classroom and communicated through Aspen and School Messenger to families by the teachers as well by The Principal. The remainder of the teacher’s day will be set aside to correct assignments, provide
feedback, respond to emails, and upload daily instructional materials and assignments. This time will also be used for PD opportunities and staff and other meetings.

Special educators, social workers, and psychologists will also hold daily office hours (3 hours) to support IEP goals with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Special educators are co-teachers in Google for Classrooms that they support in the school. They will be expected to provide additional resources and scaffolding to differentiate the instruction based on IEP goals. Special Educators, Social Workers, and Psychologists will be expected to have contact with their caseloads 2-3 times weekly.

Technology staff (non-union) will have telesupport hours (6 hours) to help students and families with any technology issues or concerns. Families without internet service will be provided a mobile hotspot on loan from the school department in locations that have cell service. Families will also be given a list of local hotspots, including outside of our school campus. Family Surveys were sent out on 3/16/20 to determine internet needs. Please see section 3 for more details about our technology support.

Administrators will be monitoring student/teacher activity, providing communications, and supporting teachers and students during remote learning days. They will have daily office hours (6 hours) also posted in Google Classroom, Aspen, and School Messenger.

School Counselling and student support service staff will be working on scheduling for next year, student conferencing, and weekly virtual contact with their caseloads.

Instructional Aides will call/conference with assigned students to support the social worker and psychologist will provide assistance with meal services and other needs to then be coordinated by the Business Manager. In addition, they will participate in weekly online PD sessions. TAs will be assigned to staff members to support with caseloads of students and report to teachers/certified staff and/or the Principal.

Instructional Coaches and Interventionists will support teachers as well as students with educational learning. Individualized and differentiated work will be given to students by special education providers, the reading specialist and math specialist. Title 1 students were also sent home with supporting materials and manipulatives to assist in instruction. All the above teachers will hold office hours for teachers and students to support learning and virtual learning.

**e) Method for determining all staff and student attendance:**

Students and teachers will be required to participate in daily class discussions and/or assignments. Class attendance will be completed every morning at 10am by classroom teachers for the previous day since students may work 24 hours as best fits their family circumstances. Attendance will be monitored by teachers by The
Remind Me App, DOJO or Google Classroom in grades Pre-k-5. Teachers will access the apps and Google and set up individual classrooms. Attendance will be entered into Aspen. Classroom teachers are able to view student login activity to determine daily class attendance. School attendance secretarial staff will review class attendance to determine daily attendance that will be reported to RIDE and the school principal.

A daily attendance report will be completed and sent to all teachers, support staff, and administrators. Teacher assistants will contact students via email if absent for days of instruction. At 3 missing class days, teachers will contact parents via email or phone. Any additional absences will be followed up by school counselors and social workers, as needed and forwarded to the school principal and administrative assistant.

Teachers that are absent from virtual instruction days will place their attendance in Aesop and cancel office hours for that day. Teachers will still be required to upload assignments and instructional resources into Google Classroom and or paper pencil tasks similar to previous substitute plans during in-school instruction. Teachers will also notify their principal of their absence via school email as well as the principal's administrative secretary.

f) Plan for the accessibility of student services:

Special educators, social workers, and psychologists will also hold office hours (3 hours) to support IEP goals with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Conference logs will be completed by social workers and school psychologists.

Students who qualify for free or reduced lunch will be provided boxed lunches and breakfast for the week to be picked up on Tuesdays from 8am-11am at the Foster Food Bank or at Ponaganset High School. FSD will be funding these lunches through the local budget since at this time we do not qualify for Summer Lunch Grab and Go Programs. The Food Bank will be donating food to help supplement the weekly meal boxes.

g) Defined protocols for instituting and communicating the occurrence of virtual instructional days:

The district utilizes School Messenger for phone and text notifications to all families, students, and staff. In addition, Aspen (our Student Information System) has email capabilities to email student caseloads and rosters. We notify local news media through the RIBA system. Further communication can also be found on our school and district websites at fg.k12.ri.us. The Virtual instruction expectations to students and teachers will be communicated by the end of March vacation on 3/20/20.
h) Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE:

Attendance logs and activity logs will be reviewed for engagement and participation. I-Ready analytics will be reviewed to evaluate class assignments and student outcomes. Learning Packets will be returned digitally or in original packets to teachers for review on a set date and then new material will be sent home. Assignments will be checked through Google Classroom where appropriate. Daily attendance & participation discussion prompts will be taken. Teachers will then enter attendance into Aspen at 9am for the previous day. Daily attendance will continue to go up to RIDE for the previous day since online learning will happen all day and evening.

2. Curriculum and Instruction
   a) Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:

Remote/virtual Instructional will be used to maintain learning when students are not present in the actual school. FSD is committed to providing teachers with the necessary training and consistent support required to successfully implement a technology rich collaborative curriculum through the use of our Learning Management System (LMS). Teachers have been and will continue to be provided with significant opportunities to learn about and share ideas related to leveraging educational technology to increase student achievement virtually.

Through required early release day sessions and optional professional learning communities offered through technology instructional coordinators, participation in differentiated professional development opportunities and utilization of extensive ongoing support is an expectation for all teachers. Teachers will continue to learn to challenge their students with engaging digital instructional practices built on a foundation of access to technology tools. Teachers will learn how to establish Google Classroom and it’s usage.

Remind Me App, Class DoJO, Google Classroom and Virtual Tools such as Zoom and Google Hangouts Professional Development will be offered to staff. The instructional coach, and Tech Director will offer professional development in these areas to all staff.

The librarian will assist with technology and digital resources as well.

Our Google Classroom Platform secures a digital relationship for each individual teacher in the FSD. Classrooms who have enrollments of students with differentiated needs are co-taught to ensure equal access to a quality challenging curriculum. Special education providers are encouraged to join regular education classrooms and specialists are encouraged to create their own Google Classrooms.

b) Professional development on instructional and classroom management practices for virtual environments:
All faculty have been and continue to be provided ongoing professional development in the area of technology implementation to increase our capacity to provide a Blended environment for all students. Google Suite platform is used as a classroom management practice for virtual environments including Google Docs, Google Sheets, Gmail, Google Forms, Google Slides. Our faculty has access to embedded technology integration support and can access on-demand training both in person and through online tutorials. Google Classroom and I-Ready are the platforms used at FSD to post student assignments, facilitate discussions, and submit work. Students regularly access Google Classroom on typical school days. The Google Suite tools allow for collaboration among teachers and students in a number of ways. It also allows for parent communication and collaboration with student assignments and tasks. Multiple teachers can access the same Google Classroom making the experience a collaborative approach. Teachers, parents, and students can monitor progress in reading and math instruction through the i-Ready platform.

c) **Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:**

Teachers will be using FSD designed and approved curriculum plans for all grades levels during VIDs. Virtual learning days will also leverage this time as continuous skill development for students by leveraging online platforms for all courses such as: Google Hangouts, I-Ready, Newsela, Wit & Wisdom Raz-Kids, Reading A-Z, Zearn, Khan Academy, Extra Math, Eureka, just to name a few. Our teachers have an abundance of digital resources that are accessible which are incorporated in daily lessons for all students. This will continue in our virtual learning plan.

Educational fair use guidelines apply to material used in educational institutions and for educational purposes. “Educational Purposes” are: noncommercial instruction or curriculum-based teaching to students, planned noncommercial study or investigation, or presentation of research projects.

**Evidence:** FSD teachers have and will continue to participate in, Fair Use/Copyright requirements PD utilizing [Copyright Laws for Teachers: Educational CyberPlayGround®](http://www.edu-cyberpg.com/Teachers/copyrightlaw.html) for guidance and direction.

d) **Instructional exemplars constructed to progress student learning in support of course objectives:**

Use a threaded discussion for multiple posts and related comments. One or more discussion leaders post a message and multiple learners comment on it with the freedom to create any number of related discussion topics and comments.

Threaded Discussions might also be used to:

- post and answer multiple related or unrelated questions
- organize results from a complex research activity
- share and iterate upon ideas shared by each student in the course
● debate the pros and cons of a single issue or multiple issues
● ask multiple questions of a single discussion leader
● refine ideas between multiple discussion leaders and multiple learners
● facilitate group discussions around multiple topics
● facilitate discussions around a discussion (fishbowl conversations)
● explore at length the feasibility of different solutions to a complex problem

Also, teachers can post a RICAS Release Task or Constructed Response Prompt to students in The Google Classroom Platform and provide feedback with peers and teachers. This can be done by turning on suggesting under comments. This allows collaboration remotely.

e) Plan for all subject areas and student subgroups:
All classroom teachers will be expected to upload instructional videos, projects, slide decks, and/or differentiated resources to support all assignments. Students will be given daily assignments that mirror their school schedule. Classes will have daily assignments. All teachers will hold daily “office hours” (3 hours daily) through ZOOM, conference calls, emails, Google Classroom to answer any student questions. The times of office hours will be posted and scheduled through Google Classroom. The remainder of the teacher’s day will be to correct assignments, provide feedback, respond to emails, and upload daily instructional materials and assignments. It is recommended that Class DoJo is only accessible during office hours that are established as a staff.

Special educators, social workers, and psychologists as well as any other will also hold daily office hours (3 hours) to support IEP goals with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Special educators are co-teachers in Google Classroom for classrooms that they support in the school. They will be expected to provide additional resources and scaffolding to differentiate the instruction based on IEP goals.

f) Tools to facilitate assessments to ensure student engagement and mastery:
To facilitate student engagement and learning during virtual learning days we plan on developing lessons that engage students through designing lessons to meet the specific needs of all curriculums and grade levels. By utilizing specific apps and digital tools we will: set clear expectations, communicate regularly with students, provide opportunities for students to collaborate with peers, and use assessment data to guide student learning.

Student mastery will be addressed through formative assessments planned by the teacher utilizing some of the following tools as examples:

Google Apps for Educators
● Discussions
● Conferences
● Zoom
  ● Screencastify
● Wit & Wisdom Assessments
● Eureka Assessments (Grades 4-5)
● Foundation Assessments (Grades K-2)
● Bostin k2 and Focus on First (Grades K,1)
● I-Ready- Math and Reading
● Xtra- Math
● Khan Academy
● Quizlet
● Google Forms
  ○ Gems-Net Assessments
● NewsELA
● Spelling City/Vocabulary
● RICAS Release Tasks Grades 3-5
● Units of Study Tasks for Math Grades K-2 Created by Audra Phillips

This is a sample of our online options, teachers may use more tools based upon their personal preference and our technology team’s approval.

g) Synchronous instructional supports for students seeking assistance:

Teachers will be available to all of their students through Zoom, and Google Apps for Education. Conferences are primarily used for virtual lectures, virtual office hours, and student group collaborations, making it easy to conduct synchronous (real-time) learning for all users in a course. They also allow users to broadcast real-time audio and video, demo applications, share presentation slides, or demo online resources. Through Google teachers will share assignments, documents, spreadsheets, and presentations with students, and the teachers and students will collaboratively edit those documents together in real-time. Collaborators on a document can view, comment on and make changes to the document. This allows teachers and students to communicate with collaborators about specific parts of any assignment or project. Many accessibility features have been made available on the student devices and are easily activated. Almost all devices are equipped with both a microphone and a camera for use on conferences or Google Hangout Meets. Further accessibility features can be located at Google’s support site.

3. Technology and Supports
   a) Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:

   FSD is a cloud-first district meaning all of our services, applications, and tools are cloud-based making them accessible from anywhere with an Internet connection. This includes all business productivity apps, Student Information System, education platforms and support tools. Some examples are:

   - G Suite Apps for Education
     - Email
     - Google Drive (Cloud Storage)
- Access to cloud based collaborative word processing, spreadsheet, presentation, survey, webpage and drawing applications.
- Access to Google Meet as a platform for “face to face” interactions
- Google Classroom learning platform
- iReady: Personalized learning platforms focused on mastery of standards in ELA/Math
- Explore Learning Gizmos: Virtual Hands on learning simulator for Math and Science with built-in differentiation and support for students with learning disabilities and multilingual learners.
- Learning platforms like Actively Learn, AlbertIO, CK-12, and Khan Academy will be leveraged in various subject areas to support personalized learning and accurate assessment of students.
- Google Forms, Quizlet and similar applications will be leveraged for formative assessment of standards mastery.
- Quill.org/NoREDInk for writing development.

Hardware:

The district provides teaching staff Chromebooks for their teaching needs. These devices are appropriate for operating virtual classrooms.

Communication and collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and information fluency - Students apply digital tools to gather, evaluate, and use information.

Critical thinking, problem solving, and decision making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Digital citizenship- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

b) Procedures for identifying and resolving inequitable off campus student and teacher acto online services and resources.

We are currently surveying their families for information about access to broadband internet. Based on the results of these surveys, the district is working with Kajeet to provide filter cellular internet wireless to help students connect. Kajeet SmartSpot devices offer cellular LTE data from all of the major carriers (Sprint, T-Mobiles,
Verizon, and AT&T) to allow the flexibility for maximum coverage and speed. We are also adding wireless coverage to all of our school parking lots and open fields. In addition, we will be providing an interactive map for students where free internet hotspots are available in and around our district.

c) Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:
Dr. Du- (Technical Director at CIP will support this endeavor.

d) Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources: Go Guardian will be used to monitor internet safety with CIP devices on loan only. Personal devices need to be monitored by parents/guardians.

FSD ensures internet safety and security of students by following all FERPA, CIPA, and COPPA guidelines. An Internet/Network Acceptable Use Policy, the Students Data Privacy, and Security Policy, and Chromebook Policy have been created and adopted by our School Committee and are available to parents to review. The Technology Director is responsible for ensuring accountability for privacy laws and policies. FGRS also uses the software Go Guardian and iBoss, which allow the district to filter Chromebooks and laptops from any location and on any device when the students log in with their FGRS account. We have established a detailed and clear Internet/Network Acceptable Use Policy for students. Students and parents must sign the Internet/Network Acceptable Use Policy document acknowledging they have read, understand, and agree to abide by the provisions contained within.

Evidence:
- FSD Internet Responsible Use Policy
- FSD Student Device Agreement

e) Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:

f) The Tech Director and Instructional Coach at CIP will provide training and resources to students, staff, and parents.

g) Technical assistance and support offered during virtual Instructional days

h) Our Tech Director and Instructional Coach will be available for support to staff, students, parents with established “office Hours”.

TEACHERS
(1) Teachers can request support through email/phone conferences which can help triage and identify what type of problem the end user is experiencing.
(2) Support personne- (Tech Director) I will take the call to troubleshoot and try to fix the issue.

(4) If at the conclusion, the problem is device-related and can’t be fixed remotely. A spare device will be made available for pickup at school.

STUDENTS

(1) Students can request support through email and Google Classroom which can help triage and identify what type of problem the end user is experiencing.

(2) Level-2 Support personnel (Tech Director) will follow-up to troubleshoot and remedy with the end user.

(4) If at the conclusion, the problem is device-related and can’t be fixed remotely. A spare device will be made available for pickup at our school on scheduled days.
Appendix:

Plan Submission Process
1. The Local Education Authority (LEA) completes a plan including all components described in the accompanying guidance. Plans may be submitted at any time during the year to info@ride.ri.gov.
2. RIDE provides confirmation of receipt of the plan and will notify the LEA of any additional information needed prior to review of the application.
3. The RIDE team reviews the application and provides feedback regarding the status of the application.
4. Approved applications are placed on the next available Council agenda for final approval.

Virtual Instructional Day Application Review Rubric
The following rubric is used to review each element of Virtual Instructional Day Plans. LEA plans must receive five out of six possible points on the rubric to be considered for approval by the Council on Elementary and Secondary Education.

<table>
<thead>
<tr>
<th>Culture and Management</th>
<th>No Evidence</th>
<th>• General comments only • Incomplete detail on stakeholder support, school committee approval and bargaining unit members • Plans and protocols are not articulated clearly</th>
<th>• Clear articulation of protocols and plans • All documents signed by appropriate parties • Specificity provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction</th>
<th>No Evidence</th>
<th>• General comments only • Incomplete detail on curriculum, professional development, planning and rigor</th>
<th>• Clear articulation of expectations related to curriculum, professional development and rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology and Supports</th>
<th>No Evidence</th>
<th>• General comments only • Incomplete detail on technology access and support • Incomplete acceptable use policies and security of students • Insufficient detail relating to technology training for staff, parents and students • Incomplete evidence of equitable offline options for teachers and students</th>
<th>• Clear articulation of technology, access and support • Acceptable use policy and procedures • Clear measures of internet safety and security of students • Clear indication of technology training to staff, parents and students • Clear plans for equitable offline options for teachers and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scoring</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
3/19/20 Added portion after Ana Riley’s feedback.

If needed, I am hoping that packets will be returned by families when new packets have to be sent out again.

I’m also hoping that if our distance learning plan is for a lengthy period that all students who need technology/wifi will be offered technology. Right now we are offering for grades 3-4-5.

Also, every certified staff member will be responsible on Monday to create Google Classroom and add parents, students, and/or specialists.

TAS will also be assigned to certified staff members. Staff will be offered Tech support, and instructional coaching on Monday on Google Classroom, Using Zoom, and establishing The Remind Me App/Class DOJO for attendance.

Example of Letter: 3/18/20

Dear Families,

Based on the Governor’s address to the public today, all RI Schools will remain closed the weeks of March 23rd and March 30th until April 3rd. The situation will be readdressed after the two weeks. Teachers and staff of CIP have planned and created instructional material for all students at CIP for at least two weeks (10 days). Students are expected to continue with their learning during these ten days. They should complete all work in the “packets” during the next two weeks. Please keep all work since it will need to be returned to your child’s teacher. Remember this is not an extended vacation. Parents and caregivers need to be of assistance during this time at home. Please keep in mind that some work is digital and some is “paper and pencil tasks”. Please do the best you can.

On Monday, March 23rd the CIP staff will be meeting to finalize the protocols for our remote distance learning plan. More communication will follow as we are still working on the logistics. Attendance, teacher responsibilities, and office hours will be communicated in the week to come. Students should begin to work on their “packets” starting On Monday, March 23rd. Teachers will be in contact with students and families beginning on Monday.

**Tomorrow, March 19th we are asking that a family member pick up your child’s educational materials for the next two weeks from CIP. We will be creating a “drive through service”. Cars will form 2 lines in front of the school (where the busses line up) and a staff member will ask you for your child/children’s names. No one will leave their vehicle or enter the building. Materials will be distributed as follows. It is imperative that you make every effort to attend.**

**The schedule is as follows:**
If your last name begins with: Report to CIP:

```plaintext
If your last name begins with:
```
<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCDEF</td>
<td>10:00 am - 11:00 am</td>
</tr>
<tr>
<td>GHIJKL</td>
<td>11:15 am - 12:15 pm</td>
</tr>
<tr>
<td>MNOPQR</td>
<td>12:30 pm - 1:30 pm</td>
</tr>
<tr>
<td>STUVWX</td>
<td>1:45 pm - 2:45 pm</td>
</tr>
<tr>
<td>YZ &amp; Missed Times</td>
<td>3:00 pm - 3:30 pm</td>
</tr>
</tbody>
</table>

I appreciate your patience and I will be in constant communication as information is brought to me and questions are answered. Remember these are unchartered times and that we are in this together.

Thank you!
Marcella Terranova Clark
Principal