

Westerly Public Schools Distance Learning Virtual Instructional Day Plan



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1. Culture and Management

[Westerly Public Schools Distance Learning Portal](#)

a) Secured stakeholder support:

Communicate plan to stakeholders (parents, students, teachers, school committee) will be multifaceted utilizing robocalls, email, letters home and social media.

The superintendent has kept the school committee apprised of our plans. Union leadership has been partners in the conversation and planning for distance learning.

b) Plan for participation in virtual instructional days including communication to staff, students, and parents:

We have started the process of preparing schools, staff and the community for Virtual Instructional Days (VIDs). Communication to staff will be via email or automated SIS systems.

School Administration: *Principals were briefed on the tools and participated in developing a plan in early/mid March 2020. An open channel of communication between district and school staff is present to adjust the VID procedures as they need to evolve.*

Teaching Staff: *Teachers have been given some training by their school administrators on GSuite tools. They were instructed to bring their devices home, prepare virtual lessons, and test their technology at home to ensure access is available if/when VIDs are initiated (possibly without forewarning).*

Administrators developed schedules for distance learning. Teachers create their schedule into their google calendar with links to google classroom and/or google hangout so students can monitor where they are in the day's schedule.

Families have been informed of the plans and expectations for distance learning utilizing robocalls, email, print, radio, and social media. Building administrators have communicated directly to their parents/guardians/families regarding expectations and guidelines for distance learning through robocalls, email, the Remind app, social media, and recorded video messages. Administrators also field individual phone calls daily. The district created a [Westerly Public Schools Distance Learning Portal](#) to communicate, support, and share plans with parents/guardians/families/community members.

c) Method for determining all staff and student attendance:

Teachers (K-12) will post a Morning Greeting every morning to students, students will log-in to their first period classroom. Teachers will take attendance and input into Skyward. At the elementary and middle level teachers will take attendance in the morning when students log-in to the Google Classroom and teachers will record attendance in Skyward. At WHS period by period attendance will be taken after students log into the teachers Google classroom/submit an entrance or exit ticket as evidence of attendance. During the day WMS and Elementary will use exit tickets/assessments/student work as evidence of period to period attendance. If a student does not log into the Google Classroom the teacher will mark them absent in Skyward. The regular attendance processes and protocols will happen for students not present in class.

If a teacher is absent, the teacher will submit an absence into Frontline (Aesop). In the Google classroom, teachers will have the lesson available for students to complete independently. Department heads (MS, HS, and district) and deans of teaching and learning (HS and elementary) and administrators will be responsible for checking to make sure a lesson is provided by the absent teacher, that students are present in the classroom and will monitor and be available for students virtually.

d) Plan for the accessibility of student services:

All special educators are assigned to google classrooms where specialized instruction is needed. All accommodations will be made and assigned to specific students. Social workers and school psychologists will also create Google Classrooms for students that require social emotional learning and support. One on one and small groups will be facilitated through Google Hangouts or Google Meets. Guidance will continue to meet with students via Google Meets. Additionally, service providers, where applicable, will be providing instruction, resources and further accommodations via virtual classroom platforms.

- *Severe and Profound - Extending School Year and providing activity assignments to parents*
- *Resource Specialists/MLL Teachers online with teachers in class providing support and modifying assignments for students in Google Classroom*
- *Text to Speech and Speech to Text options will be available for students.*
- *Students will be allowed to use video/audio applications to communicate answers verbally when this modification is needed (Screencastify, etc)*

- Teachers will leverage platforms such as Dreambox, Lexia, Waterford, IXL and already in use platforms to personalize learning for all students.
- Google translate will be available to MLL students as will support from MLL paraprofessionals.

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

Similar to days of incimate weather, the following procedure is used to notify staff, students and families of Virtual Instructional Days: Determination to close and initiate VID is made by the Superintendent of Schools or assigned delegate. Announcement of the closure and virtual instructional day (VID) will be provided to the Rhode Island Broadcasters system (radio/tv). Frontline (Aesop) notice and email is used to notify all staff of the VID. Staff must adhere to the regular schedule for reporting absence (via Frontline portal). BBlackboard Connect/SkyAlert Notice (aka Robocalls) to families will direct them to the district website for additional information as needed. Students sign into the Google Classroom (G Suite) account and start work at regularly scheduled school times. Students must report to their virtual classroom for attendance (online or phone dial-in). All work and assignments are pre-assigned in Google Classroom.

f) Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE:

Annual evaluation: WPS will reevaluate/update and have approved by all required parties this policy and procedures annually as the needs and capabilities of virtual learning change rapidly. Revised policy and procedures will be submitted to RIDE for review. The annual review will include but is not limited to the following:

- Review of tools for teachers and students
- Verify professional development schedule is meeting the needs of the staff
- Data from individual educator responses to the district Professional Learning Evaluation (Guskey Model) will be analyzed
- Review of staff technology to ensure they are able to facilitate virtual learning with minimal technical disruption
- Evaluate data on at-home technology for families and determine if the district can take any action to bridge the gaps of homes not equipped with the technology needed to perform VIDs.

Post VID Review: After any emergency closure requiring schools or the district to operate one or more VIDs the district and school staff will meet to assess the efficacy of that active period. The review will include but is not limited to the following:

- Discuss any major issues experienced school/district wide during the VID(s)
- Review attendance numbers for accuracy with data manager(s) for the district.
- Perform pseudo-random sampling of Google Classroom assignments, work performed and submission times

Send a Google Form to all staff who participated in the VID asking:

- Were you able to take an accurate attendance?
- Did they experience any issues with online tools?
- Did your students/families report any issues with access?
- Do you feel the work received from VID assignments was valuable to your teaching plan for your class?

- *What do you feel would better prepare you for the next VID?*

2. Curriculum and Instruction

[Westerly Public Schools Distance Learning Portal](#)

a) Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:

Professional development for teachers and administrators in blended learning strategies has been ongoing in the district for several years. It has been through this professional development that teachers and administrators have knowledge in strategies to leverage the use of technology to support all learners. Specific to asynchronous learning, our teachers will be utilizing assignments/playlists to support the progress of all learners at their own pace. To ensure that we are providing all students with appropriate, rigorous learning opportunities on our virtual instructional days we will be leveraging the use of a learning objectives & success criteria, teacher moves, student moves, and evidence of learning lesson model as a way of providing a clear, cohesive, lesson structure to the asynchronous experience. It is planned for teachers to receive additional professional development around differentiation and the use of online asynchronous learning platforms (GSuite including Google Classroom & Meet, Lexia, Dreambox, IXL, Waterford etc) to personalize learning for students.

b) Professional development on instructional and classroom management practices for virtual environments:

A professional development plan is being tailored to assist teachers in learning the tools necessary to facilitate VIDs and remote assignments. Many of these tools are currently being used by many teachers, administrators and students throughout the district. At the time of writing the focal tools are:

Google Classroom - *Primary tool for teachers to assign work to students. Students complete all assignments directly in Google or in another Google App (Docs/Sheets/Slides) and attach from Google Drive to the assignment.*

Google Meet - *A web meeting tool with free dial-in conferencing, this is the teacher's virtual classroom where they can report during class times to take attendance and support students either via chat or verbally*

Dreambox, Zearn, Waterford early learning, and more - *Self-paced, tailored lessons for ELA and Math for grades K-8. Provides data analytics to teachers on the lesson progress and will identify areas where focus is required for that student.*

IXL - Lessons and Online curriculum which can be used for grades 9-12 (MATH)

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

K-12: WPS will be using it's 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 such as Dreambox, Zearn, Lexia, Agile Mind, EL Education, and other in place online tools/platforms to provide personalized instruction and where applicable gap closure for students. Typically skills in math, reading, and writing are practiced asynchronously through the use of a station rotation model and our goal is to continue to develop those skills while asynchronous learning is happening at home.

- *Provide guidance on expectations for content of lessons and assessments, and the use of district owned materials (textbooks, online resources, databases, etc.).*
- *Provide common planning time for teachers to develop consistent lessons based on existing curriculum.*
- *Ensure special educators are part of planning to imbed differentiation, accommodations, and any additional resources in grade level lessons as part of core instruction.*
- *Provide information of available digital resources and tools that aid in designing virtual lessons and assessments.*

PreK

1. *Provide weekly materials, resources, links to students with IEPs that support IEP goals, Materials should include:*
 - a. *Parent friendly instructions, These can be done via hard or soft copy depending on need and availability.*
 - b. *Opportunities for practice of skill, i.e. product, activity, game, interaction, etc..*
 - c. *Evidence of engagement, i.e. check list for activity matrix, student products, photos, images and/or video uploads.*
2. *Log daily check in with all families of students with IEPs, ie phone calls, emails, google hangout or google meet, skype, etc...*
3. *Teleoffice hour schedule for families in order to answer questions, provide additional resources and/or supports*
4. *Consult and co-plan with related service providers in order to coordinate instructional materials and resources being shared with families and collected.*

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

Through the use of a teacher moves, student moves and work, and evidence of learning lesson model each asynchronous lesson is designed to support students' progress by leveraging strategies, such as the use of learning objectives and success criteria and formative assessment opportunities, to provide a continuous focus for and a periodic "pulse" on student learning. In each lesson, students will have the opportunity to be exposed to the learning objectives and success criteria, to participate in a learning opportunity, to practice what they have learned, and finally to be assessed on their learning. Throughout this process students will have access to their teacher via Google Meet in order to receive guidance, have questions answered, and to provide their own thoughts during class time with the teacher. Students will also utilize Google Classroom and Google Docs to get feedback from their teacher and other students when applicable. Because of the flexibility of these digital tools and the collaboration features embedded in each, they provide plentiful opportunities for students to get feedback on their progress towards mastery of content standards and skills.

In addition, many of our current teachers utilize assessment platforms such as, google forms, online lessons, dreambox and IXL which give students and teachers real-time feedback on their progress towards mastery of content objectives and standards.

Examples include but are not limited to:

- *Synchronous learning*
 - *Direct/explicit instruction (Google Meet)*
 - *Structured discussion (Google Meet; Padlet; Google Classroom Question)*
 - *Guided practice (Google docs)*
- *Asynchronous learning*
 - *Playlists (Google docs)*
 - *Hyperdocs (Google docs)*
 - *Video lecture (Screencasts; YouTube Channel; Flipgrid)*
 - *Online classroom lessons (Khan Academy; Edgenuity)*

e) Plan for all subject areas and student subgroups:

All subject areas will be expected to participate in VID. Virtual Instruction days will run on a predetermined schedule based on a typical school day. For example, secondary students would have a 7 period day with set hours for each period with breaks for lunch. Students would follow a 7 day schedule where each period is assigned a specific time of day. Teachers will be online and available in Google Classroom to work during their assigned class period. Students would check into the class, get their assignment and then either work with the teacher or on their own. Students would be able to return to the classroom anytime during their class period to ask questions or seek assistance. Every teacher in every subject would be expected to create appropriate rigorous learning experiences and to be available during their assigned class scheduled time to teach and support students.

Special Educators would be available to work with students during their assigned class period. Resource and MLL teachers would work with students in co-taught classes or provide an open classroom when they could offer support to their entire caseload.

Elementary school days will be set up in much the same way as secondary schools with assigned times for all subject areas including special subject areas such as Art, Music, Computer Science Physical Education, etc. These special subject areas will also utilize online tools (BOKs, code.org, FlipGrid, Smithsonian, Google Tour Builder/virtual field trips, etc...) to provide educational opportunities in their content during VID days.

- *Teachers and students follow the adjusted school schedule (e.g. the high school follows the period assignments of the current schedule with passing time removed and time for lunch and movement breaks).*
- *Provide common planning time for content teachers to develop consistent virtual units based on existing curriculum in all subjects and grade levels.*
- *Provide common planning time for content teachers and collaborating teachers (i.e. special educators, EL educators, interventionists) to design accommodations and modifications to lessons and assessments to support differently abled students and multi language learners.*
- *Special Educators and Related Service Providers develop plans for small group and/or individual learning sessions based on student goals and service delivery as outlined in IEPs*
- *All staff will have the last period of the day assigned to planning to support collaborative planning.*

Career and Technical Education educators

CONSTRUCTION:

- Instruction will occur through Google Classroom, Google Meet. What I did was assign a 10-20 min video on various parts of Construction such as framing, roofing, switch installation, sheet rocking, etc...
- Students will compose questions about what they have watched. I am then going to put together the most asked questions and assign them to the group in an attempt to find the answers as a group.
- When we return, these questions should open a good discussion to continue their learning and then we will be able to apply it.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.

COSMETOLOGY:

- Instruction will occur through Google Classroom, Google Meet and through Pivot Point Learning Lab.
- Hours will be recorded for dedicated classroom time and time on task within the Learning Lab Suite.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.
- We have Pivot Point's Learning Lab for Cosmetology, which will track hours spent on task in the program, Google Classroom and Meet Activities, Barbicide Certifications (in progress now), Olaplex certification, and for the Business component I have EVERFI, Interviewing Skills through Career Safe Online, OSHA-10 certifications (in progress now), and their business projects.

CRIMINAL JUSTICE:

- Instruction will occur through a combination of Google Meet, Google Hangout, Google Classroom, Google Slides, Google Docs, YouTube, and Remind & Skyward to keep in touch with the students (and parents.)

- Teacher will record Google Meet sessions and post them into Google Classroom for those who are unable to attend at the scheduled time or who need to review the lesson.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.

CULINARY ARTS:

- Instruction will occur through Google Classroom, Google Meet.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.

IT SPECIALIST:

- Instruction will occur through Google Classroom, Google Meet.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.

Medical Pathways:

- Instruction will occur through Google Classroom, Google Meet, YouTube, Google Docs, Skyward.
- Videos from YouTube created by NREMT will be used to review all national skills and assessments for EMT and EMR.
- Students will formulate and answer questions, critique and compare/contrast video clips in all subjects.
- Articles from EMS expo/ Jems publication.
- Slide decks/power points are on YouTube for each chapter of the EMT textbook.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.

P-TECH (Advanced Manufacturing Classes)& Engineering Design Class

- Instruction will occur through Google Classroom, Google Meet.
- Hours will be tracked through attendance on Skyward and submission of work.
- Activities will be synchronous and asynchronous.
- On-line OSHA Training will take place with the Advanced Solid Modeling & Manufacturing Internship Class
- Google Slides, docs, and YouTube will be used for students to view, investigate, research and elaborate on their findings and demonstrate their understanding by providing written and visual answers as requested.

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Sample High School schedule:

WHS DAILY SCHEDULE 3/23-3/27

TIME	3/23 C Day	3/24 D Day	3/25 E Day	3/26 F Day	3/27 G Day
8 - 9	2	6	7	1	3
9 - 10	1	5	4	4	2

10 - 11	5	4	3	5	1
11 - 12	BREAK/LUNC H	BREAK/LUNC H	BREAK/LUNC H	BREAK/LUNC H	BREAK/LUNC H
12 - 1	6	3	2	6	7
1 - 2	7	2	1	7	6
All work will be posted by 8:00 AM					

f) Tools to facilitate assessments to ensure student engagement and mastery:

Student engagement is important to the success of any learning experience, asynchronous or not. During asynchronous learning time we plan on developing lessons that are engaging for students by:

- *Designing lessons with the specific needs of different age groups in mind. Providing shorter, more direct tasks for our younger students with movement breaks, rewards, and more frequent check-ins will be imperative for the success of our younger students. The use of paper materials may also be used to support our younger learners. We will use a drive through model to distribute materials as needed.*
- *Designing lessons for our older students connected to content objectives that teach concepts in an engaging manner, utilizing technology to have students self-assess, peer assess, and to receive feedback from the teacher will be imperative to the success of our older students.*
- *Providing opportunities for our students to collaborate in a meaningful way virtually, to participate in virtual hands-on learning opportunities, and to have multiple modalities to show mastery will increase authentic engagement for our students.*
- *Providing learning support through differentiation, modifications, and virtual face-to-face interactions will help to keep students engaged in rigorous learning opportunities inside their zone of proximal development will stretch their thinking while decreasing frustration.*
- *Leveraging technology to redefine the learning experience through Virtual Field Trips (Google Tour Builder), authentic problem solving (Project Based Learning), interactive video learning experiences (EdPuzzle), vocabulary acquisition through game-based learning (Quizlet) and student video creation (WeVideo) etc...*

Student mastery will be addressed through formative assessments planned by the teacher. Examples of formative assessment may include:

- *Online assessment and/or progress monitoring tools (google survey, kahoot, etc..)*
- *Student response tasks that can be individualized (written response, reports, hands on learning projects that can be shared electronically)*

- | | |
|---|--|
| ● <i>Kahn Academy</i> | ● <i>Google Forms</i> |
| ● <i>Read180 (middle and high)</i> | ● <i>Lexia</i> |
| ● <i>IXL (high school)</i> | ● <i>Agile Mind</i> |
| ● <i>Dreambox (Middle and Elementary)</i> | ● <i>Google Classroom (rubric/grading)</i> |

This is a sample of our online formative assessment options. Teachers may use more content specific platforms such as code.org when relevant to their content area.

g) Synchronous instructional supports for students seeking assistance:

Google Meet - Staff are to use Google Hangouts Meet as their ‘virtual classroom’. Teachers are to join their virtual classroom during their regular schedule and be available for students to join for roll call attendance and be available to assist students in need of help with their assignments.

If the meeting is linked to the Google Classroom calendar, the student will be able to see that calendar in their Google Calendar. Otherwise, the teacher can post the Google Meet link to the Google Classroom Stream (posts).

https://www.youtube.com/watch?v=Gbcrl_TLy8

Google Meet also creates a telephone conference bridge for students to dial in. Students must join the ‘virtual classroom’ for the first few minutes of each class while the teacher takes attendance and for mini lesson instruction. After which point, they may leave the meeting to work on assignments independently but are encouraged to jump back into the meeting to speak/chat with the teacher for assistance when needed. Additionally, teachers can record the Google Meet live mini lesson and post it in the Google Classroom stream for students to reference, review, and revisit as needed. Special educators will use Zoom to interact with students for specific services.

Teachers and administrators will continue to monitor active attendance utilizing Google Classroom, Google Drive, and other online applications students will be interacting with to complete work.

h) Demonstration of comparable levels of rigor between online and offline instruction:

It is important to maintain the routines, consistency of instruction, content, and curriculum that happened prior to March 16, 2020 to what will happen in the days to follow. To that end, we will continue to use the curricula we have been using. The difference will be in how we deliver the curricula. Through the use of a lesson plan structure students will be asynchronously guided through quality learning experiences with the use of differentiated

assignments (playlists). The posted work/assignments (playlist) will guide the student through learning experiences typically presented in the classroom including key foundational teaching methods such as learning objectives and success criteria and formative assessment. Teachers will also be encouraged to leverage technology to have students participate in virtual collaborative activities and to demonstrate mastery through a variety of methods typically offered in the classroom setting.

Differentiated and modified lesson plans will be used to support all students, keeping in mind their own unique learning styles. These lesson plan changes will be made in conjunction with other specialized educators (MLL/SPED teachers) to ensure individual students are being supported in the appropriate manner.

3. Technology and Supports

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

Westerly Public Schools continues to pursue digital cloud based applications, services, and tools to allow access from any device, anywhere, with an Internet connection. This includes business productivity apps, our Student Information System, educational platforms and support tools. Some examples are:

- G Suite: Apps for Education
 - Email
 - Google Drive (Online Cloud based Storage)
 - Access to collaborative cloud based word processing (Docs), spreadsheet (Sheets), presentation (Slides), and surveys (Forms).
 - Access to Google Meet platform to facilitate “face to face” interactions
 - Google Classroom learning management system

- Screencastify, FlipGrid, and EdPuzzle for video response tools for students

- Accelerated Reader, AgileMinds, READ180/MATH180 for mastery of standards for ELA/MATH

- Code.org, KHAN Academy, and IXL for personalized learning in various subject areas

- Google Classroom and Google Forms for applications that are leveraged for formative assessment of standards mastery

Hardware

Westerly Public Schools has provided teaching staff laptops or Chromebooks for their teaching

needs.

How will you disseminate materials, including technology, if needed?

Chromebooks were distributed to secondary students on March 13, 2020. For students who may have been absent on March 13, 2020, administrators are coordinating with individual parents/guardians/families for Chromebook pick-up (in some cases home delivery). The district will be distributing chromebooks to GradeK -4 students March 23-25, 2020 from 12 p.m. - 3 p.m. using a drive thru model in the front loop of the central office, Babcock Hall.

Are you planning on any paper materials at any of the grade spans?

Resources utilized during virtual instruction days may include paper based materials, especially at the lower elementary grade levels. For example, on March 13, 2020, DCS, and SSS proactively distributed a weeks worth of paper packets of instruction materials to students to take home with them. SES has scheduled a drive through model for paper materials pick up on March 26, 2020 because all members of the school (staff and students) will be self-quarantined until March 25, 2020.

How will families be informed of the plans and the expectations for them?

Families have been informed of the plans and expectations for distance learning utilizing robocalls, email, print, radio, and social media. Building administrators have communicated directly to their parents/guardians/families regarding expectations and guidelines for distance learning through robocalls, email, the Remind app, social media, and recorded video messages. Administrators also field individual phone calls daily. The district created a [Westerly Public Schools Distance Learning Portal](#) to communicate, support, and share plans with parents/guardians/families/community members.

b) Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:

Short term: the schools are currently surveying their WPS for information about access to devices at home, number of devices available in houses with multiple students and access to home Wifi. Based on the results of these surveys, the district will propose a short-term plan to help the homes which are currently lacking in devices or access to the Internet at home.

Long term: With annual information checklists, the district will ask for information about access to technology at home. This data will be maintained in our SIS and used to plan for distribution of devices needed if an emergency occurs.

Families without home Internet access: Cox Communications is offering [30 days free access](#) to their Connect2Complete program to qualifying families.

Cox Communications offers a deeply discounted Internet and home wireless solution to qualifying families with students in K-12 education. We would encourage Cox to set up a table at some Westerly Public School local events to help, especially at our 1 to 1 distributions, open houses, and parent teacher conferences.

<https://www.cox.com/residential/internet/connect2compete.html>

The district also distributed an additional technology survey, via Blackboard connect, email, and the district webpage to have a more granular representation of the needs of families.

c) Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:

Please see answers to 3a.

d) Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:

Please see Westerly Public School's [Responsible User and Internet Safety Policy](#) (Policy#: 2300), [CIPA/Internet Safety Acceptable Use Measures](#) (Policy#: 2300), and our [Telecommunications](#) (Policy#: 6150).

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

Westerly Public Schools will continue to offer 1 on 1 and 1 to many professional development opportunities for:

- Google Apps for Education
- Google Meet
- Skyward
- Blended learning
- Differentiation

f) Technical assistance and support offered during virtual Instructional days

Technology will offer technical assistance and support through the HelpDesk support number 401-315-1500, the HelpDesk ticketing system <https://www.helpdesk.westerlyps.org>, Google Meets, and Google Chats.

APPENDIX A

Virtual Instructional Day Plan Checklist

The following components must be included in the Virtual Instructional Day Plan along with supporting evidence. The maximum number of virtual instructional days approved is limited to three per school year.

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

1. Culture and Management	✓ Narrative Included	✓ Evidence Included*	
a) <i>Secured stakeholder support</i>		1.a	
b) <i>Secured local school committee approval</i>		1.b	
c) <i>Secured agreements with all bargaining units</i>		1.c	
d) <i>Plan for participation in virtual instructional days including communication to staff, students, and parents</i>		1.d	
e) <i>Method for determining all staff and student attendance</i>		1.e	
f) <i>Plan for the accessibility of student services</i>		1.f	
g) <i>Defined protocols for instituting and communicating the virtual instructional day occurrence</i>		1.g	
h) <i>Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.</i>		1.h	
2. Curriculum and Instruction	✓ Narrative Included	✓ Evidence Included*	
a) <i>Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness</i>		2.a	
b) <i>Professional development on instructional and classroom management practices for virtual environments</i>		2.b	
c) <i>Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements</i>		2.c	
d) <i>Instructional exemplars constructed to progress student learning in support of course objectives</i>		2.d	
e) <i>Plan for all subject areas and student subgroups</i>		2.e	
f) <i>Tools to facilitate assessments to ensure student engagement and mastery</i>		2.f	
g) <i>Plan to provide synchronous instructional supports for students seeking assistance</i>		2.g	
h) <i>Demonstration of comparable levels of rigor between online and offline instruction.</i>		2.h	
3. Technology and Supports	✓ Narrative Included	✓ Evidence Included*	
a) <i>Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days</i>		3.a	
b) <i>Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources</i>		3.b	

c) <i>Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days</i>		3.c	
d) <i>Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources</i>		3.d	
e) <i>Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources</i>		3.e	
f) <i>Technical assistance and support offered during virtual Instructional days</i>		3.f	