



Virtual Instructional Day Plan

For

Cranston Public Schools

Submitted to the

Rhode Island Department of Education on:

March 17, 2020

Plan Duration: 2020-2021

Superintendent: Jeannine Nota-Masse

Signature /

Date

Principal: <Insert Name>

School: <Insert Name>

Signature / Date

Principal: <Insert Name>

School: <Insert Name>

Signature / Date

Principal: <Insert Name>

School: <Insert Name>

Signature / Date

<Add additional signature lines as needed>

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.

	✓ Narrative Included	✓ Evidence Included*	
1. Culture and Management			
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			
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			
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	

1. Culture and Management

a) Secured stakeholder support:

This process was designed in conjunction with the district executive team, building and district level administrators, along with school committee members. The plan reflects changes to implement immediately due to the COVID-19 virus and the need for Virtual Learning Plans to be submitted to RIDE by March 19, 2020.

Position/Location/Name	Date	Signature
Superintendent Jeannine Nota-Masse		
School Committee Chair: Dan Wall		
School Committee Vice-Chair: Vincent Turchetta		
Assistant Superintendent: Norma Cole		
Chief Human Resources Officer: Michael Crudale		
Executive Director of Student Information Services and Data Management: James Dillon		
Chief Technology Officer: Donna-Marie Frappier		
Director of Student Information Systems and Data Management: Kim Magnelli		
Executive Director of Pupil Personnel Services: Michele Simpson		
Executive Director of Educational Programs: Joseph Rotz		
English as a Second Language Director: Kristin Ward		
Director of Educational Programs: Roxanne Gustafson		
Cranston High School East Principal: Sean Kelly		
Cranston High School West Principal: Thomas Barbieri		
Cranston Career Area Technical Center Director: Zachary Farrell		
New England Laborers/Cranston Public Schools Principal: Dennis Curran		
Hope Highlands Middle School Principal: Alex Kanelos		
Hugh B. Bain Middle School Principal: Keith Croft		
Park View Middle School Principal: Cheryl Anderson		
Western Hills Middle School: Timothy Vesey		
Arlington Elementary School Principal:		

Patricia Caporelli		
Dutemple Elementary School Principal: Charlotte Josephs		
Eden Park Elementary School Principal: Courtney Sevigny		
Edgewood Highland Elementary School Principal: Marlene Gamba		
Garden City Elementary School Principal: Bryan Byerlee		
Gladstone Street Elementary School Principal: Susan Buonanno		
Glen Hills Elementary School Principal: John DeCristofaro		
Oak Lawn Elementary School Principal: James Zanfini		
Orchard Farms Elementary School Principal: Beth Basile		
Peters Elementary School Principal: Janet Antonelli		
Rhodes Elementary School Principal: Gina Armstrong		
Stadium Elementary School Principal: Cheri Sacco		
Stone Hill Elementary School Principal: Tricia Totolo		
Waterman Elementary School Principal: Paul DePalma		
Woodridge Elementary School Principal: Marisa Jackson		

b) Secured local school committee approval:

School committee officials have been in constant communication with the executive team during the development of this plan. They participated in detailed conversations while working through phases of this plan. In the future, we will be seeking approval from the school committee. We look forward to evaluating the effectiveness and making changes as recommended by all constituents based on what we learn about its implementation.

School Committee Member	Date	Signature
Dan Wall, School Committee Chair		

c) Secured agreements with all bargaining units:

With the sense of urgency and timelines, communication with the union delegation has been through conversations and meetings.

The intent of Virtual Learning is to provide distance learning to students while they may not physically attend school due to various circumstances. In this situation, the Virtual Learning day, should look similar to a typical “in-school” instructional day. Teachers will work from home providing instruction, support and resources as needed to ensure learning continues. The plan

follows along with contract language and requirements of a typical school day. Since teachers need to be able to communicate with their students and families, Chromebooks will be provided if needed. Additional resources were added to the Clever platform to help communicate with families and students.

Bargaining Units	Date	Signature
Bargaining Unit – Teachers Liz Larkin		

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

Building Level Administrators - Principals have been consulted throughout the planning process and will continue to be briefed on the Virtual Learning Plan throughout this week. Information and policies are being created to address its implementation and expectations. Constant communication with building and district-level administrators is necessary to help disseminate information, but to also address issues in a timely and effective manner. Feedback is necessary to help determine the effectiveness of the plan and address issues in future Virtual Learning Plan versions.

Staff – As plans are finalized, the information is being communicated from the district-level and building level administrators. As issues arise, concerns are addressed in a timely fashion. The district pushes all curriculum components through the Clever platform and in our ASPEN student information system. Students and administrators have access to both platforms.

In regards to professional development, Cranston is a Google/GAFE district. Many hours of professional development over the years were earmarked to train teachers on setting up Google Classrooms and using Google products through a blended and personalized learning format. Additionally, program supervisors created guidance and support in helping their teachers create Google Classrooms for their content areas. We have tutorials and support guidance for teachers to setup Google Classroom and other forms of contact while absent from school. Teachers were trained to use ASPEN. ASPEN Pages were created to communicate with their departments in regards to: syllabi, scope and sequence, curriculum, grading and assessments.

Students/Families – Communication is essential! An “In-Home Technology” survey was sent out to families to determine their technology capacity at home, as well as identify the household needs. We are examining the list of families that do not have an email address in our student information system to determine what their capacity is at home. We are reaching out to these families to provide devices should they need one - through their child’s school - so distance learning can take place, as well as ongoing communication. Principals will be in touch with the families and provide devices and address other technological needs, along with our technology support staff.

As part of the initial training, teachers will help train students and families with using technology at home. Many are familiar with using Google Classroom and Clever. However, the younger students may rely on teacher support during the typical school day. Additional training guides will be sent home to parents so they may help their child with logging on or accessing Clever. The district plans to post videos and tutorials to assist all throughout the learning process.

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

Cranston uses ASPEN as our student information system. This platform is where we capture daily attendance. Teachers will record student attendance using ASPEN. Students are expected to login during their normal school hours. Teachers will record the attendance based on who attends a variety of on-line platforms (i.e. Google Classroom, Zoom meeting, Google Hangout or other communication form). For parents that do not have access to internet or phone service, they will be required to submit an attendance log.

Teachers will meet with their classes using Google Classroom or some other form of virtual classroom. Teachers are to be available to instruct lessons, provide support, and assist students who need help with their assignments or basic technology needs to submit work or be present for online classes.

With the use of Clever, data usage can be collected. This data will be helpful in determining which programs were accessed. The information collected can provide a building level perspective and show how often a tool was accessed. Logins on ASPEN, can capture usage information.

f) **Plan for the accessibility of student services:**

For our severe and profound and preschool populations, teachers are creating documents and/or programs that are specific to the needs to the children and applicable to the devices that they may use. As needed, information will be mailed home to parents. IEP teams will reconvene upon return to school to determine whether compensatory services are warranted in order to provide the student FAPE.

For our special education students, the program supervisors and department chairs will provide supports to the students, including modifying assignments in Google Classroom and offer guidance and assistance with assignments. All students will still have access to their accommodations such as Speech to Text and Text to Speech resources within the Google platform.

For our Multi-Lingual Learners, teachers will offer support and assistance through Google classroom.

Students in need of mental health support, counselors will be calling students at home during their normal scheduled times. The social workers and psychologists will be available to other students and families during this time. This is also part of the communication plan to families.

Students who receive a multi-sensory approach to reading instruction will continue to receive that instruction through Whizzimo during their normally scheduled meeting time.

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

Administrative communication protocol - after finalizing plans and protocols, the final product will be communicated to administrators, teachers, students and families. The communication will include, instructional support and expectations, contact information for various issues or concerns, support services, food plan, and where to seek communication information (such as social media platforms, district/school websites, district specific programs, and so on).

- Superintendent or Superintendent's Designee – will cancel school and announce whether it is will be virtual instructional day; information will be posted on the district website and through the RI Broadcasters Association; robocalls will be used to direct families to the district website for further information
- Building Level Administrators – virtual learning day information will be posted to the school website; the plan of instruction will be listed
- Teachers – will post and enter their Google Classrooms to share the learning activities and instruction for the day; offer instruction, support and assistance with completing assignments while reporting student attendance
- Students – will log into Google Classroom for their assigned classes to see what learning is expected
- Families – will listen for the RI Broadcaster's announcement; refer to the school's website for further information; promote compliance with online learning

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

Cranston Public Schools will implement, evaluate and update effectiveness of this Virtual Learning plan on an annual basis and/or after implementation. Feedback from all stakeholders regarding the plan's effectiveness will be evaluated and taken into consideration when changes or modifications to the plan need to be addressed. The components to be reviewed include, but not limited to professional development preparedness; teacher and administrator technological preparedness; accessibility and usage information; at-home technology components and training; evaluating instructional effectiveness and communication effectiveness; among other topics as it arises. If and when our Virtual Learning plan may undergo a change, the revised policy and procedures will be submitted annually to RIDE for review.

While implementing the Virtual Learning plan for long-duration beyond the three days, administrators will need to communicate with staff members to make sure students are actively participating in the instructional learning components, as well as the teaching staff teach and support distance learning. Monitoring learning, posting and communicating with teachers, students, families will be critical to make sure learning continues.

As part of evaluating the effectiveness of the Virtual Learning plan, district and school staff will meet to determine effectiveness of the plan and its implementation. Topics for discussion will include issues that were presented; attendance data; Google Classroom assignments, work performed and submission of activities; usage data of the apps located in Clever; as well as other topics that comes up through this implementation phase.

Throughout the process of implementing, monitoring and post evaluation of the plan, data will be collected along the way. Survey results, professional development trainings and offerings, and changes made to Virtual Learning plans will be data driven decisions. These changes will be shared with RIDE and witnessed through the changes or modifications made future versions of the Virtual Learning plan.

2. Curriculum and Instruction

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

Over the last four years, the district contracted Highlander to provide blended and personalized learning coaching to teachers at all grade levels. Teachers received professional development through a coaching model, FUSE Fellow work, book clubs, workshops and other exposure to this change in instructional delivery and practices. While teachers were engaged in this work from the very beginning, we were able to build leadership capacity to develop our own instructional coaches. These instructional coaches work in their buildings and across the district continuing to train teachers in various instructional strategies and technology.

In addition to the Highlander and Carnegie level of support, the district ran numerous professional development sessions around this very topic. Sessions were designed to engage teachers with various devices, tools, platforms, playlists, G Suite programs and extensions, as well as setting up Google Classrooms. All this professional development design was intentional so it could mirror students' initial exposure to these same practices and platforms. The district has made it a priority to provide professional development towards differentiation and the use of online learning platforms to personalize learning for students. In turn as teachers were trained with these new tools, the expectation is that the teachers train their students to use these tools as part of their learning process. Students have been learning how to use Google Classroom for the last couple of years. This year with adding on Clever to our platform, students were trained how to log on. For the younger students, they were taught how to use badges to access apps in Clever. Over the last couple of years, families have been trained how to access student information in ASPEN.

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

While working with the Highlander Institute, Carnegie Foundation or with our own instructional coaches, provided ongoing professional development within classrooms. Teachers were coached using Priority Practices that the teacher identified as needing coaching or support in trying something different in their classrooms. Teachers learning how to personalize instruction based on data collected from formative and summative assessments. Part of this personalized learning process was learning how to develop student "choice" and "voice" in selecting how students could demonstrate their learning and mastery of content. Some specific strategies taught pertained to instructional delivery models such as Station Rotation Model (small group [teacher led], collaborative station and independent technology station) and Flex Model (combination of face-to-face instruction and online learning). Management considerations taught included small group instruction, collaborative station, independent tech station, tech troubleshooting, timekeeping, transition management, encouraging problem solving, keeping up with behavioral management, providing clear directions, and debriefing with students. Not only were these strategies specific to classroom practices, but creating online practices as well.

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

Curriculum resources and supports for the Virtual Learning Plan have been vetted based on our curriculum programs. Many of our programs now offer online components. Programs that we use in the district are pushed into the Clever platform, so all curriculum approved products are easily accessible. Our district-wide plans encourage students to use the programs through Clever

and log into ASPEN for more curriculum specific guidance, especially at the secondary level. As we select curriculum to meet the High-Quality Curriculum benchmark for all grade levels in all content areas, having a technology component that addresses not only curriculum alignment, but address needs to our diverse learners is a factor in selecting which program we choose.

As we share items online, we are mindful in selecting materials that we have permission to post and use electronically. We also create a list of resources that we have vetted and aligned to our curriculum expectations.

For our youngest population, Pre-Kindergarten, we will share with parents the list of family activities they can play at home with their children. The RIELDS Fun Family Activity Cards are available in English and Spanish. The goal would be to play a couple of activities each day.

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

The typical format of lessons consists of: an introduction, identifying standards and concepts within the larger context, teaching of the lesson, small group collaborative work, and a type of assessment. This format is similar to the evaluation system components. Within the structure of the lesson students will be provided opportunities to work in smaller groups, collaborate with teacher and peers, and receive ongoing timely feedback regarding their learning. When using Google Classroom, teachers follow a similar format. An additional independent piece may include playlists or activities. Using other Google products, such as Docs, allows students to work collaboratively, as well as share the document with the teacher to get timely feedback to make changes to strengthen their learning or thinking. Through the use of G Suite, teachers will monitor student learning based on essential questions, assessments and learning activities.

With using some other programs to help support the curriculum, such as IXL, the diagnostic and analytics feature can be used to measure student growth and progress towards mastery of concepts. The programs can also help identify instructional deficiencies so that additional practice or re-teaching of the identified area is critical for closing learning gaps. Due to the flexible nature of these digital tools and the collaboration features, they provide plenty of opportunities to provide feedback on their progress towards to mastery of content standards and skills.

e) Plan for all subject areas and student subgroups:

Virtual Learning days will follow a typical school day schedule. All content area teachers will be available between 9am-2pm. During this time teachers will provide instruction, offer support and assist with basic technology or accessibility issues. Students will need to log in at some point through the day. Students will be required to complete the assigned lessons and activities as posted on the teachers' Google Classroom sites.

(See attached Virtual Learning Day Plan PK-5 and Supplementary Services) Elementary school days will mirror in much the same way as the secondary level. Teachers will be available throughout the school day between the hours of 9am-2pm. Special subject areas (library, art, music, and physical education classes) will utilize similar platforms ie. Google Classroom, Google Hangout, Google Meet, Zoom or other communication platforms to provide educational opportunities in their content area.

Teachers will use pre-approved curriculum resources and programs that are required during a typical school day, such as Foundations (K-3), Wonders, Eureka Math, STEMScopes and Social Studies. Many of these programs contain an online component. The online platform is pushed through Clever; one central location to access curriculum approved content programs in addition to supplemental and/or additional assessment components outside of the programs listed above: IXL, STAR, myOn, and Dreambox. The Elementary Curriculum is housed in an electronic Google folder for all to access every content area, grade level, assessments and other supporting curriculum/assessment information.

At the secondary level, program supervisors for each discipline sent out guidelines to their respective departments, requiring teachers to use the approved curriculum as listed in their content area ASPEN pages. Some of their approved curriculum programs also have apps contained in Clever such as Study Sync, IXL, STEMScopes and McGraw Hill for Social Studies. This is an online repository of curriculum guides, score and sequence, informal and formal assessments, among other guidance for their discipline. This information was reiterated at virtual meetings on 3.18.2020 and through the Executive Director messaging: email sent 3.19.2020

- I spoke to core program supervisors this morning. All will be providing building principals a brief overview (bulleted by grade level or course) of expectations regarding the curriculum scope and sequence all teachers should follow by tomorrow. These materials can be found through Aspen, Google Classroom, and our Clever Portal. Please discourage teachers from going outside our digital platforms as there are plenty of resources available from within.
- I am encouraging UA program supervisors to do the same (brief update to building principals regarding expectations around curriculum scope and sequence). I was asked if itinerants should have their own google classroom or can they sign on as a collaborator with the classroom teacher; my answer was the itinerant teacher should have their own google classroom. They could organize these classrooms by grade level or course specific.

Students who may receive support from specialists such as special educators, multi-lingual learner support, reading or math intervention will work with students in their school-day designed format. For example, if the special educator co-teaches with another content teacher, the special educator can be a part of the Google Classroom lesson and Google Meet setup. If the specialist is involved in a pull-out or specialized model, the teacher can support students through Google Meet during regular scheduled times or sessions.

For paraprofessionals, we are currently assessing the situation and will determine their role going forward as soon as possible. As for the guidance department, we are going to require counselors contact students on their caseload, at least weekly check-ins for students on their caseload. Nursing staff will continue to provide outreach to families with individual health plans.

Lastly, we want to be mindful of our population and their cultural expectations. Older students may have the responsibility of caring for their younger siblings or family members while parents have to work. With that being said, students may not be able to log on during the specified time due to helping a younger child with their learning or limited access to more than one device at home. If this is the case, students should email the teacher and make the teacher aware of the

situation. Together they should come up with a plan for instruction and delivery. The student is still expected to complete the work and participate in learning online.

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

It is important that students remain engaged in the learning and instruction taking place whether inside or outside of a classroom setting. We want to be mindful of creating developmentally appropriate expectations and tools for students to use to showcase their learning. At each level of schooling the structure may look slightly different.

At the elementary level, students access online content programs in Clever, which align to the scope and sequence of the curriculum. The apps in Clever pertain to programs we currently use in the district. We added several other apps to help teachers regarding student engagement and mastery. SeeSaw is an example of capturing student learning and progress towards mastery. Students share work and reflect on their learning through explanation, changes to their work based on feedback, and information is shared with parents.

The programs that are linked to Clever (Wonders, IXL, STEMScopes) all have assessments and progress monitoring pieces that is assigned, reviewed and used to make instructional decisions. Outside of Clever, Foundations and Eureka Math modules contain informal progress monitoring pieces, exit slides and end of unit assessments. This information can be pushed through Google Classroom with timelines to complete the assessment. STAR is used in the district to benchmark and progress monitor learning. This can be accessed through Clever during school absences.

At the secondary level, where they may not have computerized programs directly related to materials they use in the classroom on a daily basis, teachers will use Google Classroom to help funnel the instructional components. The curriculum at the secondary level is designed to engage students with the instructional design, progress monitor and assess learning towards content standards. These materials can be accessed through ASPEN Pages or imported into Google Classroom.

Similar to the elementary level, secondary students use Study Sync, STEMScopes, IXL, STAR, Accelerated Reader to progress monitor student learning, in addition to their classroom based and/or department created assessments. The secondary level has semester exams, project-based common tasks and other assessments to determine one's progress towards mastery. In lieu of being in school, these assessments can be driven in Google Classroom or ASPEN pages to further ensure students continue to learning while at home.

Regardless of which level of schooling a student may be in, students will receive ongoing support and guidance during Virtual Learning days. Students will be able to access supports to keep learning going. Differentiation and modifications to assignments using various computerized tools will help promote engagement and learning. Informal assessments can be provided through the teacher's instructional format (Quizlet, EdPuzzle, McGraw Hill platform, and so on) and through computerized programs such as IXL and Khan Academy. This information can be reviewed to make educational and instructional decisions.

g) **Synchronous instructional supports for students seeking assistance:**

Google classroom for support staff, special educators, reading and math interventionists, MLL resource support...

There are many tools that can be used to offer synchronous support for students who need assistance. Below are a few examples of what current staff use; it is by no means inclusive of all tools that can be used to support and assist with student learning.

Using Google Meet can provide the face-to-face interaction a student may need with a teacher to receive instruction, ask questions, get feedback or be re-taught a concept for their assignment. Special educators, MLL resource teachers, reading or math interventionists can use this platform to support their student's needs and learning objectives. Google Hangout Meets also provides a dial in option. Students can leave the virtual instructional component to work on an assignment or activity. If a student struggles or needs additional support, students will be encouraged to enter the meeting again to talk with the teacher.

Zoom Meeting is another option for students to log in virtually or through a dial-up format. Students can receive instruction, guidance and assistance through the format similar to Google Hangout Meets. It allows a teacher to share their screen with the student or students.

Whizzimo is used with students who received specialized reading instruction. This format allows for teachers to schedule 1:1 meeting with their students to continue instructional programming with their specialized instructional program, as if they were meeting face-to-face. This program has all the Wilson tiles and workbooks. In conjunction with Zoom, the teacher has the ability to share the screen, students can move tiles, markup words, and do almost everything we can do in person through the computer. Bitpaper is just an online whiteboard that is very useful.

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

Through the training received by Highlander Institute or through our own instructional coaches, teachers have learned how to reach and differentiate for all learners. Playlists are used to support the learning objectives, but also offers the "choice" and "voice" elements of learning. The playlist will guide students through the essential question, various learning experiences and opportunities with woven in formative assessment to evaluate one's understanding. With the use of Google Classroom teachers will offer the same instructional format as they would during a typical "in-school" day. There will be opportunities for an instructional component, group collaboration or project-based learning, and feedback to help master content. It is our expectation that curriculum resources and/or vetted resources would be a part of the Virtual Learning Plan instruction. The same expectation regarding curriculum applies to the virtual learning instruction. Approved resources are shared within departments, applied in Clever or shared through other curriculum means.

3. Technology and Supports

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

This year Cranston Public School implemented Clever. This “one-stop shopping” allows all of our curriculum programs, vetted apps and other programs housed in one location. This allows for greater consistency for program implementation and consistency across our district. Additionally, it helps vet our resources that align with curriculum expectations. Based on teacher usage and feedback with other apps or products, they may be entered in this platform. GSuite, Gmail, ASPEN and other programs are housed within Clever. Our new district website has a direct link to the Clever account if someone forgets how to access Clever. Within Google, there are Chrome Extensions that can be used to support learning like Poll Everywhere. Other tools like Screencastify, FlipGrid, SeeSaw, Quizlet, EDPuzzle, Khan Academy, Quizziz, STEMScopes, and IXL are commonly used across the district to enhance the learning experience.

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

At this time, we are evaluating families’ home technology capacity. A Google Form survey was sent out district-wide to get feedback from parents to help us understand the technology capacity within their homes. Additionally, we are comparing this information with the list building administrators have requesting access for paper information to be sent home. We are seeking teachers to help provide information about their families who they know of that may not have access to technology or email. Building administrators will compare this information and reach out to families that will need access to a device. Families will drive by the schools and sign a Technology Usage policy and School Department Loan Agreement, which will be maintained on file at the building level. Information will be shared with the Chief Technology Officer, so accurate records can be maintained, as well as the tracking of the devices. This same information is applicable to teachers that may need access to technology or resources. Most teachers have access to a Chromebook that is used to support instruction within their classrooms. Lastly, we provide families information about receiving internet access in their home for a free or reduced rate if the family qualifies for free or reduced lunch. During a declared Virtual Learning Day, our technology team is available to help with tech support through a designated email, phone line or tech ticket system.

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

In addition to the narrative in 3a, we have a compiled resource document for special education teachers regarding technology support and tools that can be used with their students.

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

The Technology Acceptable Usage Policy is reviewed annually with students and families. The form must be signed and returned to school. The school then logs that the policy was returned and signed by both the parent and student. This information is readily accessible in ASPEN.

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

Teachers – Are trained through a series of professional development workshops, in-building coaching, faculty meetings, building specific trainings, along with department/content specific meetings. Topics include, but no limited to blended and personalized learning, differentiation, tech tools, Clever, Google Classroom, GSuite, IXL, STEMScopes, Dreambox, STAR, Naviance, McGraw Hill products, myOn, EverFi, Edgenuity, Khan Academy and so on.

Students – Through classroom exposure to different programs and apps, teachers trained students how to log onto Clever to access curriculum resources and supports. At the secondary level, students are trained how to log into ASPEN (which is also in Clever) to review course and graduation credit information.

Parents – Over the years, parents are trained annually on how to access ASPEN Student Information Portal. In there, parents can set their Emergency Care Card contact information, view report cards, progress notes, and transcript information. Building specific trainings are helping to support parents that need additional support or are new to the district. Another tool that we are expanding to families, especially in Title I schools is Talking Points. This allows administration and teachers to communicate with parents in a timely fashion through email or text messaging. The teacher or administrator types the message, then the information is received by the parent in their native or preferred language. This help with communication. Training on this is offered through the schools or individual teachers who have accounts set up. This app is also offered in the Clever platform.

f) **Technical assistance and support offered during virtual Instructional days:**

During the Virtual Instructional Learning days, we will follow the same procedure as we do while we are in school.

Administrators, teachers, students and parents can:

- Go to our district website, www.cpsed.net and click on ASPEN in the upper right-hand corner
 - Log into the ASPEN system
 - Tech Ticket link is located in the middle under the page
- Email the tech support staff team
- Phone call to data managers or student information services

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.

Score: ____/6

Culture and Management	No Evidence	<ul style="list-style-type: none"> • General comments only • Incomplete detail on stakeholder support, school committee approval and bargaining unit members • Plans and protocols are not articulated clearly 	<ul style="list-style-type: none"> • Clear articulation of protocols and plans • All documents signed by appropriate parties • Specificity provided
Scoring	0	1	2
Curriculum and Instruction	No Evidence	<ul style="list-style-type: none"> • General comments only • Incomplete detail on curriculum, professional development, planning and rigor 	<ul style="list-style-type: none"> • Clear articulation of expectations related to curriculum, professional development and rigor
Scoring	0	1	2
Technology and Supports	No Evidence	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Scoring	0	1	2