



Virtual Instructional Day Plan

For

Narragansett School System

Submitted to the

Rhode Island Department of Education on:

March 17, 2020

Plan Duration: March 17, 2020-March 17, 2021

Please see the attached evidence and procedures of the Narragansett School System Virtual Instructional Day Plan. The school year must consist of 180 instructional days, in the event of building or local emergency, there may be need to close schools. With the Virtual Instructional Day Plan in place, valuable instruction time may continue virtually by completing assigned work and submitting it using approved online tools. This plan is in accordance with RI legislation Section 16-2-2 (c) "...allow the schools to conduct instruction through virtual education when the schools have been closed due to inclement weather or other emergency..."



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School: Narragansett Elementary School

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Principal: Daniel Warner

School: Narragansett High School

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	

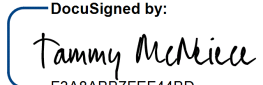
1. Culture and Management

a) Secured stakeholder support:

See above for stakeholder support signatures

b) Secured local school committee approval:

The Virtual Instructional Day Plan has been presented to the Narragansett School Committee.

Title	Date	Signature
School Committee Chair:	3/17/2020	DocuSigned by:  F3A8ABB7FEF44BD...

c) Secured agreements with all bargaining units:

Although Virtual Instructional Days will be different from the average school day, these days are designed to closely mimic the school days. The intent is to provide a ‘work from home’ experience for the teaching/support staff facilitating and assisting with virtual learning. The plan was designed with an effort to adhere to contract schedules, prep and meal times.

NSS provides a majority of staff with a district-issued laptop enabling them to access their critical resources from home when necessary. Any staff not currently issued a district laptop may request a device as approved by the Technology department.

Title	Date	Signature
Bargaining Unit- Certified	3/17/2020	DocuSigned by: <i>Chris Herz</i> 5523E9E0DD342E...
Bargaining Unit - Non Certified	3/18/2020	DocuSigned by: <i>Tracey Duffin</i> A3A988F55C51492...

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

The Superintendent will communicate to staff and families our district plan. A sample letter can be found at this link: [Parent Letter Virtual Learning March 2020](#)

e) Method for determining all staff and student attendance.

At a minimum, at least one of the methods listed below recorded per day will determine student and staff attendance respectively:

Student Attendance	Staff Attendance
<ul style="list-style-type: none"> ● Submission of an academic assignment on-line ● Submission of an assessment online ● Documentation of student participation in an interactive tutorial or computer-assisted instruction ● An email to the teacher demonstrating the student is on-line, or has initiated contact with the teacher to ask a question about an academic matter ● A live posting by the student showing the student’s participation in an online study 	<ul style="list-style-type: none"> ● Posting and facilitating lessons daily (monitored by building principals) ● Documented phone call to parent or student (special education or severe profound student population) ● Availability/responsiveness on email or other forms of communication with building principal and/or colleagues

<p>group that is assigned by the teacher</p> <ul style="list-style-type: none"> ● A posting by the student in a discussion forum showing the students participating in an online academic discussion ● Recent edits in google docs (timestamps) ● Physical attendance in an online video or text chat live ● For our younger students, a text or email from a caregiver to the teacher stating or demonstrating (via photo) that work has been completed ● For our younger students-students bring in completed work upon return from leave 	
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f) Technical assistance and support offered during virtual instructional days

We will have a support desk that students, parents and teachers can call or email if technical assistance is required. If we are not able to provide a solution over the phone, students/teachers will have the option to bring their device into school. If an immediate solution cannot be reached, we will provide the student or teacher with a loaner device.

g) Plan for the accessibility of student services:

Special Educators and related service providers are developing individual plans for students aligned to their IEP services and accessibility needs. This may include online learning, use of the Google suite, and task bags with materials.

Communication to support learning will be done through Google suite, email, and phone calls.

The US Department of Education has issued the following guidance with respect to the Coronavirus:

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 20](#)

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

Communication will take place via-Email, Website, text messaging, Instagram, Facebook, and Twitter. Notification will be given through the district's communication platform, School Messenger. The Superintendent will ensure all these forms of communication are disseminated in a timely fashion.

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

NSS 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 approval. 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
- Review of staff technology to ensure they are able to facilitate virtual learning with minimal technical disruption
- Evaluate data on at-home technology for NSS and determine if the district can take any action to bridge the gaps of homes not equipped with the technology needed to perform DLs.

Post DL Review:

After any emergency closure requiring schools or the district to operate one or more DLs 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 DLs
- 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 DL asking:
 - Did they experience any issues with online tools?
 - Did your students report any issues with access?
 - Do you feel the work received from DL assignments was valuable to your teaching plan for your class?
 - What do you feel would better prepare you for the next DL?
 - How did virtual instruction work for PK-2?

Curriculum and Instruction

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

Professional development for teachers and administrators in deeper learning strategies utilizing technological integration has been ongoing in the district for several years. It has been through this professional development that teachers and administrators are now well-versed in strategies to leverage the use of technology to support all learners. Specific to asynchronous learning, our teachers

may utilize playlists or other digital tools 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 the synchronous lessons as a way of providing clear, cohesive, lesson structures. Teachers have had professional development around differentiation and the use of online asynchronous learning platforms (Powerschool Learning, Dreambox, Zearn, Khan Academy, Discovery Education, Foss Science, online textbooks, etc.) to personalize learning for students.

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

At the elementary school, we developed a resource page for virtual learning and have provided ongoing voluntary support sessions for teachers developing virtual lessons with our District Technology Integration Coach. At the middle and high schools we are leveraging our cohorts of PowerSchool Learning lead teachers to support staff in optimizing PSL to facilitate virtual learning and the NPS and NHS librarians are updating their libguides to provide resources for teachers. On Monday, March 16th we offered all teachers in the district [virtual professional development](#) on (1) Expectations and pathways for planning for virtual learning, (2) Copyright Clarity, from Media Education Lab, (3) University of Rhode Island’s Libguide on copyright and fair use (3) And guidance from URI on “Moving to Virtual Classes.” The district also issued a virtual planning template to guide teachers in designing rigorous tasks for students while not in school. If school is suspended, ongoing professional support will be offered to our staff via: (1) Technology Integration coach availability for conference call and coaching virtually, as well as lesson development support, (2) Tech Support for each building and at the district level, (3) Availability of our PSL teacher leaders to support each building virtually.

District:	<ul style="list-style-type: none"> ● District Virtual PD March 16th: Expectations and Pathways for Planning Distance Learning - slide deck ● Copyright Clarity, Media Education Lab ● University of Rhode Island Libguide ● “Moving to Virtual Classes.” URI ● Virtual Learning Planning Template
Elementary	<ul style="list-style-type: none"> ● Virtual Learning Resource Page & Ongoing Tech Support Meetings
Middle	<ul style="list-style-type: none"> ● Powerschool Learning Lead Teacher Training Sessions

	<ul style="list-style-type: none"> • NPS Libguide
High	<ul style="list-style-type: none"> • Powerschool Learning Lead Teacher Help Sessions • NHS Libguide
Special Ed	See “ Special Education Services ” section below

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

Guidance was reviewed with staff during the virtual PD presentation. Section 110(b) of the Copyright Act of 1976 allows educators to use, display, or make copies of copyrighted materials in distance learning. The copyrighted materials you provide through distance learning should be accessible to enrolled students only for the time period necessary to meet pedagogical goals. Simple linking to website content is not a copyright violation. Resources included in distance learning PD:

- [Copyright Clarity](#), Media Education Lab
- [Public Statement of Library Copyright Specialists: Fair Use & Emergency Remote Teaching & Research](#) - from Renee Hobbs et.al
- University of Rhode Island [Libguide](#)
- [NHS Libguide/NPS Libguide](#)
- [Copyright in Education](#)
- [Copyright Basics for Teachers](#)

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

Through the use of the asynchronous lessons, the District will support students' progress by leveraging strategies, such as the use of essential questions and formative assessment opportunities, to provide a continuous focus for and a periodic “pulse” on student learning. In each synchronous lesson, students will have the opportunity to be exposed to the essential question, to participate in a learning opportunity, to practice what they have learned, and finally to debrief on their learning (age appropriate). Throughout this process students will have access to their teacher via Google Classroom, Powerschool Learning, or in the younger grades-emails between parent and teachers, in order to receive guidance, have questions answered, and to provide their own thoughts during class time with the teacher. 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.

e) Plan for all subject areas and student subgroups:

All staff, including specialists, are asked to create online learning opportunities for students. This includes Art, Music, PE, and Foreign Language Teachers.

Special Education Services:

Special education teachers will work with content based teachers to scaffold on line lessons and provide resources to make lessons accessible. In addition, they will provide lessons that continue work towards IEP goals. Tasks may include practice and application of skills.

Teachers are communicating with families to identify accessibility to technology.

Teachers will plan based on students' access and level of independence. Student contact on these days may include electronic communication or phone calls.

Related service providers will create plans for each family to access including online resources, videos, or task bags. Related service providers will make contact with each family/ student weekly.

*All special education services will be monitored by the Director and Assistant Director of Student Services in collaboration with building leadership.

Special Education Planning Tool:

<https://docs.google.com/document/d/1A2u9fP0SYqGREQAhxuxQDmdz8oyyEzq1cTWsNiZ1DMQ/edit?usp=sharing>

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.
- 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 authentic problem solving (Project Based Learning), interactive video learning experiences, etc.

f) Synchronous instructional supports for students seeking assistance:

Teachers will be available via email, Google Docs interactions, and through Powerschool Learning Platforms if a student requires assistance. In addition, teachers will strive to provide scaffolded activities with detailed instructions to account for possible questions or supports students may have.

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

Teachers have had professional development on Hess DOK/ Cognitive Rigor rubrics. As a district, we strive to have lessons/activities/tasks at a DOK level of 3. Please refer to teacher professional learning linked [here](#).

3. Technology and Supports

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

Narragansett School System is a 1:1 district in grades 3-12. Every student in grades 5-12 is issued a Windows laptop. Every student in grades 3-4 is issued a Chromebook. We will have loaners available to students in grades K-2 if they do not have a device to use at home.

Students and teachers in grades 5-12 use PowerSchool Learning LMS to share resources, distribute subject content and collect work. Teachers in grades K-4 will email parents on a daily basis with instructional material and it will also be posted on our school website. Many of the textbooks we use have an online version that students are able to access electronically.

Students and teachers have access to the full Google Suite (Email, Drive, Docs, etc...) for collaboration. We will enable access to Google Hangouts and Meet, if necessary, for face to face meetings.

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

We put out a survey to parents and teachers to ask if anyone does not have internet access at home.

[Link to survey](#)

If a student or teacher does not have a district issued laptop or chromebook, we will make loaners available to them. If a student or teacher does not have access to the internet we will open space for them in our school buildings for them to come and access the internet. We are also investigating the option of purchasing mobile hotspots for students without internet access to bring home with them. We also

encourage parents to investigate the [Cox Connect2Compete](#) program to bring internet access to their homes at a reduced cost.

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

Special education teachers will work with content based teachers to scaffold on line lessons and provide resources to make lessons accessible. In addition, they will provide lessons that continue work towards IEP goals. Tasks may include practice and application of skills.

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

All of our students and parents sign a responsible use policy and an expectations of care document prior to receiving their device. All of our students continue to be filtered offsite on school issued devices by our iboss appliance.

[Responsible Use Policy](#)
[Expectations of care document](#)

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

We began using PowerSchool Learning LMS in grades 5-12 in the 2018-19 school year. We have provided teachers multiple days of training on the platform during professional development days. We have had PowerSchool Lead Teachers at every grade level/content area that provide support and training to teachers. At all schools, professional development was given to groups as well as breakout sessions to individuals.

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

We will have a support desk that students, parents and teachers can call or email into if they need technical assistance.

- If the issue is with an online system then our technology department can investigate remotely.
- If the issue is with a school issued device, we will try to troubleshoot over the phone. If we are not able to provide a solution over the phone, we will have the option to bring their device into school. If an immediate solution cannot be reached, we will provide the student or teacher with a loaner device.

- If the issue is a curriculum implementation question by a teacher, then we will direct the issue to our Technology Coach.

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

<p style="text-align: center;">Technology and Supports</p>	<p style="text-align: center;">No Evidence</p>	<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
<p style="text-align: center;">Scoring</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>