Virtual Instructional Day Plan

For

Pawtucket School Department

Submitted to the
Rhode Island Department of Education on:
September, 2023
Plan Duration: School Year 2023-2024

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Mark Andrade, Director of Student Services   Date

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 five per school year.

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

1. Culture and Management	Narrative Included ✓		Evidence Included* ✓	
a. Secured stakeholder support			1.a	
b. Secured local school committee approval			1.b	
c. Secured agreements with all bargaining units			1.c	
d. Plan for participation in virtual instructional days including communication to staff, students, and parents			1.d	
e. Method for determining all staff and student attendance			1.e	
f. Plan for the accessibility of student services			1.f	
g. Defined protocols for instituting and communicating the virtual instructional day occurrence			1.g	
h. Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.			1.h	
2. Curriculum and Instruction	**Narrative Included ✓**		**Evidence Included* ✓**	
a. Professional development on curriculum design for virtual instruction that considers developmental appropriateness			2.a	
b. Professional development on instructional and classroom management practices for virtual environments			2.b	
c. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements			2.c	
d. Instructional exemplars constructed to progress student learning in support of course objectives			2.d	
e. Plan for all subject areas and student subgroups			2.e	
f. Plan for at least three cumulative hours of synchronous instruction			2.f	
g. Tools to facilitate assessments to ensure student engagement and mastery			2.g	
h. Plan to provide synchronous instructional supports for students seeking assistance			2.h	
i. Demonstration of comparable levels of rigor between online and offline instruction.			2.i	
j. Articulation of expectations for curriculum and instruction for programs of study requiring in-person instruction – e.g., CTE, WBL, NPSE			2.j	
3. Technology and Supports	**Narrative Included ✓**		**Evidence Included* ✓**	
a. Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days			3.a	
b. Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources			3.b	
c. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days			3.c	
d. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources			3.d	
e. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources			3.e	

f.	*Technical assistance and support offered during virtual instructional days*		3.f	

1. Culture and Management

a. Secured stakeholder support:
See Signature Page above

b. Secured local school committee approval:
The Pawtucket School Committee voted on September 29, 2022 in favor of the proposed Virtual Instructional Days (VID) pursuant to RIGL 16-2-2.

c. Secured agreements with all bargaining units:
See Signature Page above

d. Plan for participation in virtual instructional days including communication to staff, students, and parents:
PSD has distributed an At Home device to all students for use for school work as well as on days designated as VIDs.
School Administration: Principals will be briefed on the tools and plan in September, 2023. An open channel of communication between district and school staff is present to adjust the VID procedures as they need to evolve.
Instructional Staff: Educators will be given training by their school administrators as it relates to VIDs. Faculty have been asked to bring their devices home regularly and assess technology needs for home access. Continue to prepare virtual lessons during daily prep. A professional development plan will be tailored to assist new teachers in learning the tools necessary to facilitate VIDs and remote assignments. At the time of planning the focal tools are Google Classroom, Google Meets (for faculty/staff), for lessons etc. Virtual instruction videos are available for optional guidance on VIDs.
Families: Information and FAQs for parents/families regarding Virtual Instruction Day will be provided to parents/families along with information provided to the school community to ensure future readiness for VIDs. The district will make a list of low cost internet options available to families
Students: Daily Practice with available Google Suite Apps as well as all curricula materials

e. Method for determining all staff and student attendance:
Skyward and Frontline will be used to document and satisfy the evidence requirement for attendance. In the event of a power outage or internet disruption, students should complete asynchronous work when possible.

PSD uses a cloud-based staff attendance tool called Frontline Attendance (formerly Aesop). Staff must adhere to the regular schedule for reporting absence (via Frontline portal) Student daily attendance will be verified by all scheduled content teachers at the secondary level (current practice). Student daily attendance will be taken by the homeroom teacher at the elementary level at the start of the day (current practice).

f. Plan for the accessibility of student services: As the Pawtucket School Department implements VID's we intend to make the following accessibility accommodations for specific learning populations:

- Significant Intellectual Disability- 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
- Reading and Math Interventionists online and in classes providing support to students

- Text to Speech and Speech to Text options will be available for students.

- Students will be allowed to use Screencastify or other video/audio application to communicate answers verbally when this modification is needed.

- Imagine Learning, and Google Translate will be available to identified MLL students.

- Unique Learning System, (n2y) will be utilized to support specialized classrooms.

g. Defined protocols for instituting and communicating the occurrence of virtual instructional days: The Pawtucket School Department's Communication Procedure will be executed to support the determination of VID's.Similar to days of inclement weather, the following procedure is used to notify staff, students and families of VID's:
- 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).*
- Staff must adhere to the regular schedule for reporting absence (via Frontline portal)
- School Messenger Notice (aka Robocalls) to families will direct them to the district website for additional information as needed
- Students sign into the G-Suite account and start work at regularly scheduled school times - all students report to the identified Google Classroom for daily attendance

h. Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE:
   Google Classroom Participation reported by the teacher, Frontline Attendance Reports will be available to RIDE as evidence for evaluating the efficacy of virtual/blended learning days. The district will collect and monitor sample evidence as an item in our digital evidence collection system, by school.
   Building administrators can lead discussion with their faculties to discuss any major issues experienced school-wide during a VID.

2. Curriculum and Instruction

    a. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:
Professional Development on individualized student pathways related to a proficiency based diagnostic was/ and will continue to be provided to staff K-12. Student standards based tasks for Virtual/Blended learning days will directly support standards relative to student proficiency levels. Curriculum design for all students will support a differentiated model to ensure that students are able to work independently if necessary, or collaboratively with a team. 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 are now well-versed in strategies to leverage the use of technology to support all learners as there is a general comfortability with learning tools such as Google Classroom and platforms such as Screencastify, to name a few.
Specific to asynchronous learning, our teachers will be utilizing Google Classroom and Core Instructional platforms to monitor 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, teachers will continue to design lessons/tasks to the intent of content standards. Teachers have also had professional development around differentiation and the use of online asynchronous learning platforms (IReady, SAVVAS platform, Google Classroom, and Imagine Learning) to personalize learning for students.

    b. Professional development on instructional and classroom management practices for virtual environments:
All instructional staff have attended Google training and will continue to have access to webinars or previous PD Curriculum Choiceboard for use of Google Suites. The virtual/blended learning management practices will not differ from what is expected during a regular school day.

    c. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:
Resources used to support the instruction and tasks for VID's will be directly correlated to standards. Some resources will directly support core on grade level tasks, while others will be supplemental and to the independent level of the learner.

K-12: PSD will be using its designed and approved curriculum plans for all grades levels during VIDs. Virtual learning days will also leverage this time as further standards based task development for students by utilizing online platforms and various district apps. 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 our core curriculum. SAVVAS has both online and hard copy text.

Pre-K: the cornerstone of the RI Pre-K Curriculum and Philosophy are the Rhode Island Early Learning and Development Standards (RIELDS). Complete info and the standards themselves may be found at www.rields.com

- To correlate with the standards, the Pawtucket School Department has adopted the Creative Curriculum, an approved curriculum through the RIDE Early Childhood Office.
- The assessment practices used in the Pawtucket Preschool classrooms is Teaching Strategies Gold which aligns with both the Creative Curriculum and RIELDS.
- Family engagement is imperative to the success of our young learners and assessment data should include parent information.

The PRE-K assignments for VID's would be lessons/activities created by the Pawtucket Preschool educators, that align with the Creative Curriculum unit being taught at this time. The information for the day will be emailed to families with the tasks being sent back to school with their child the next day.This information will then be added to each child's assessment portal. Teachers will be available through email or the SIS parent communication portal to respond to parents when needed.

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

Exemplars of project based learning constructed to progress student learning will be articulated to specific groups of students by instructional staff; inclusive of necessary rubrics and standards correlations. All students and families have access to the updated language of grade level standards as distributed with the hard copy resources for these virtual/blended days. In lessons, 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 be assessed on their learning.
Throughout this process, students will have access to their teacher via Google Suite or another identified and appropriate accessible platform 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 synchronous feedback from their teacher and other students when applicable.

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 with Google Meets as appropriate to the schedule and will be based on a typical school day. For example, all students would have a virtual school day that will mimic the typical school day. Students would follow their full schedule as they would if in school and not on a VID. Teachers will be online and available in Google Classroom to work during their assigned class period.

Students would check into their Google Classroom/Google Docs to review materials/ assignments and then either work in a cooperative virtual team or independently. 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 teachers, Math/ELA Interventions, 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 mimic their school day and structure in the same way as secondary schools with assigned times for all subject areas including special subject areas such as Art, Music, Physical Education who will utilize their Google Classrooms to in order to provide educational opportunities in their content during VID days.

f. Plan for at least three cumulative hours of synchronous instruction:
All schools days will be a blend of synchronous and asynchronous instruction and will mimic the school day at all levels and with the same rigor and instructional strategies as the school day.

g. Tools to facilitate assessments to ensure student engagement and mastery: Depending on the models chosen by instructional staff, the tools can either be embedded into digital platforms, or an external expectation linked with hard copy materials distributed to students.

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.
● 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 including the use of Google Breakout rooms as appropriate, 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 (zpd) which 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, vocabulary acquisition through game-based learning (Quizlet) and student video creation (Screencastify) etc...
Student learning will be addressed through formative assessments planned by the teacher. Examples of formative assessment may include:
●Imagine Learning (MLL)
● SAVVAS
● iReady
● Google Forms
● Google Classroom (rubric/grading)

h. Synchronous instructional supports for students seeking assistance:
    All students using digital platforms/ or interacting with Google Suites will have synchronous (live) support built into the instructional design models (explained further in virtual/blended learning chart). This allows several types of support inclusive of: teacher to student/student-to-student/ student to team.

Teachers and administrators will continue to monitor active attendance utilizing Google Classroom, Skyward, and various online applications to complete tasks.

i. Demonstration of comparable levels of rigor between online and offline instruction:
    Currently, faculty and staff in Pawtucket use these models for instruction, whereby providing differentiated tasks through student facing technology is not new- but adaptive in the delivery of instruction for all learners. Differentiated models are inclusive of all learners and will ensure that students are meeting standards relative to their proficiency level.

    Some staff create a task list which will guide the student through learning experiences typically presented in the classroom including key foundational teaching methods such as essential questions and formative assessment. Teachers will also be encouraged to utilize 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.

j. Articulation of expectations for curriculum and instruction for programs of student requiring in person instruction – eg, CTE, WBL, NPSE:
    Alternative assignments, related to the hands-on activities, will be assigned to meet the same overarching goals of the instructional day.

3. Technology and Supports

a. Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:
https://www.iste.org/standards/for-students

The ISTE standards for RI students will support the content standards based lessons/tasks provided to students.

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

- G Suite Apps for Education : Access to cloud based collaborative word processing, spreadsheet, presentation, survey, webpage and drawing applications.
- Email - Google Drive (Cloud Storage)
- Access to Google Meet as a platform for "face to face" interactions
- Google Classroom learning platform
- Screencastify and various layered applications to be used as video response tools for students to demonstrate mastery.
- SAVVAS learning platform
- iReady: Personalized learning platforms focused on mastery of standards in ELA/Math
- Google Forms, Quizlet and similar applications will be leveraged for formative assessment of standards mastery.

Hardware: The district provides certified educators Chromebooks for their teaching needs. These devices would be ideal for operating virtual classrooms from home as they are equipped with webcam and microphone. (Teachers should assess their home connectivity prior to a VID and inform the building principal of concerns)

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

PSD has provided all students a device for use at home and on VIDs. Low cost internet options have been made available on the PSDRI webpage. Additionally, hot spots will be available on an as needed bases.

For families without home Wifi, companies such as Cox RI, offers qualifying families with students in K-12 education Internet and home internet at a highly discounted rate. We would encourage all low cost internet provider to set up a table at some Pawtucket local events to help.

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

The current plan to modify/ accommodate during virtual/blended instructional days is consistent with the daily practices instructional staff employ on regularly scheduled school days- students are to work to the best of their ability at the task that has been differentiated to their need.

d. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:
Pawtucket Acceptable Use Policy

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

Teachers, staff, and students are all familiar with platforms and materials necessary to enact virtual/blended learning days as these align with routines and procedures common to regularly scheduled school days. Resources are available on previous PD Choice boards and/or PSD website for tech access.

Ongoing training for teachers will be a continuation of professional development already provided by the district in relation to:

- Blended Learning
- Differentiation
- G Suite Applications for Education
- Imagine Learning
- Online Applications to support personalization of instruction in the classroom.
    - I-Ready
    - Savvas

f. Technical assistance and support offered during virtual Instructional days
Pre-shared technical assistance documents/webinars will be offered to staff to support virtual access relative to the vendor of the platform being used.

Pawtucket staff (IT/Curriculum) will be available to provide technical assistance or support directly to students on identified Virtual/Blended learning days.

Please also see the following guidance and decision tree:

During Virtual Instructional Days, all employees will work virtually for a regularly scheduled work day- unless otherwise advised**

Please see the following *virtual tasks*: *unless otherwise notified*

a. Administrative Assistants:
- With the district's IP phone system, the staff enable call forwarding and enable voicemail to email conversion (if not already active).
- Voicemails for attendance need to be reviewed/recorded into the district SIS
- Communication (virtually using Google Meets) with school administrators is recommended to assist with remote facilitation
- Online professional development with self-guided online courses is recommended during available time. (Frontline Modules)

b. Paraprofessionals:
- Online professional development with self-guided online courses is recommended during available time. -Learning tracks will be provided for grade level paraprofessional duties.

c. Guidance:
- With the district's IP phone system, the staff can enable call forwarding and enable voicemail to email conversion (if not already active).
- Communicate with students electronically

-Work on student schedules as possible for the upcoming year.

d. Nursing Staff/Social Workers/Psychologists/OT/PT/Speech:

- With the district's IP phone system, the staff can enable call forwarding and enable voicemail to email conversion (if not already active).

- Send out reminders and notices for families to for health and safety information

-Check RIDOH Updates

- Outreach to families and students with Individual Health Plans

- Provide virtual services to students whenever possible

-Professional Development Opportunities as needed.

e. Maintenance and Custodians

- Depending on the reason for school closure, maintenance and custodial staff may need to report to work.

- These staff are often critical to prepare the school buildings to be re-opened in a timely fashion. Please speak to your direct manager for the plan on VIDs.

f. Technology Support Staff

- Technology support team will be fully available during VIDs to support staff, students and families remotely, if internet access is available.

g. Business and Human Resources

- District finance department has the capability for remote access to conduct their work.
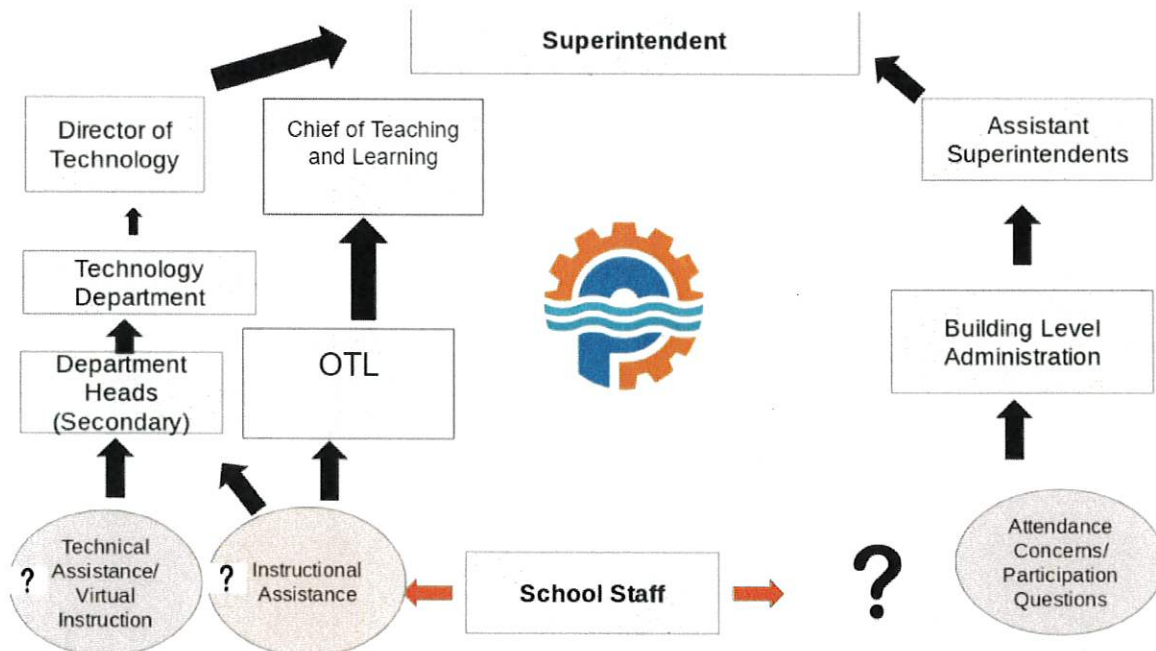
Virtual Plan Submission Process

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	• General comments only • Incomplete detail on stakeholder support, school committee approval and bargaining unit members • Plans and protocols are not articulated clearly	• Clear articulation of protocols and plans • All documents signed by appropriate parties • Specificity provided
Scoring	**0**	**1**	**2**
Curriculum and Instruction	No Evidence	• General comments only • Incomplete detail on curriculum, professional development, planning and rigor	• Clear articulation of expectations related to curriculum, professional development and rigor
Scoring	**0**	**1**	**2**
Technology and Supports	No Evidence	• 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	• 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**

Approved by School Committee 9/29/22