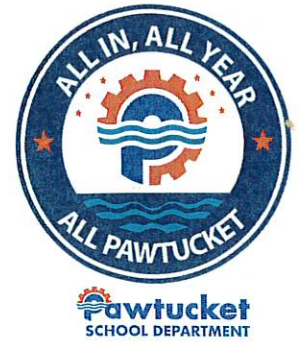




Virtual Instructional Day Plan



For the
Pawtucket School Department

Submitted to the Rhode Island Department of Education on:

December 10, 2025

Plan Duration: School Year 2025 - 2026

Stakeholder	Signature	Date
Joanne Bonollo, School Committee Chair	<i>Joanne Bonollo</i>	1-13-2026
Ronald Beaupre, Local 930 President	<i>Ronald G Beaupre</i>	1-13-2026
Kevin Allard, Local 1352 President	<i>Kevin Allard</i>	12-19-25
Randy Buck, Interim Superintendent	<i>Randy Buck</i>	12/12/25
Lee Rabbitt, Assistant Superintendent	<i>Lee Rabbitt</i>	12/12/25
Dr. Mark Andrade, Chief Operations Officer	<i>Mark Andrade</i>	12/12/25
Hersh Cristino, Chief Information Officer	<i>Hersh Cristino</i>	12/12/25
Yanaiza Gallant, Chief Academic Officer	<i>Yanaiza Gallant</i>	12/15/25
Cristina Cucinotta - Principal, Baldwin	<i>Cristina Cucinotta</i>	12/12/25
April Flowers - Principal, Cunningham	<i>April J. Flowers</i>	12/18/25
Jennifer McCaughey - Principal, Potter-Burns	<i>Jennifer McCaughey</i>	1/7/26
Paul Zona - Principal, Curtis	<i>Paul Zona</i>	12-12-25
Shannyn Nelson - Principal, Curvin	<i>Shannyn Nelson</i>	12-12-25

Colene Van Brunt - Principal, Fallon		12/12/25
Nicole Adams - Principal, Greene		12/12/25
Danielle Bishop - Principal, Winters		12/12/25
Katie Feole - Principal, Varieur		12/19/25
Samantha Moretti - Principal, Little		1/7/26
Arnold Chamanlal - Principal, Jenks		12/12/25
Dr. Suzette Wordell - Principal, Goff		12/12/25
Jennifer Vorro - Principal, Slater		12/12/25
Matthew Bergeron - Principal, Shea		12/12/25
Christopher Coleman - Principal, Tolman		
Liz Fasteson - Director of JMW		12/12/25
Christine DaSilva - Pawtucket Phoenix Academy		12/15/2025

Karen Stern, MLL Director Karen V. Stern 12/12/25

BRIDGET BOUCHER BRIDGET BOUCHER 12/12/2025

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Michelle Depot Director Special Educator Michelle R. L. 12/12/25

Kimberly McCaughey Executive Director of Elementary Schools Kimberly McCaughey 12/12/25

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.	<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	N/A
e.	<i>Method for determining all staff and student attendance</i>	✓	1.e	N/A
f.	<i>Plan for the accessibility of student services</i>	✓	1.f	N/A
g.	<i>Defined protocols for instituting and communicating the virtual instructional day occurrence</i>	✓	1.g	N/A
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	N/A
2. Curriculum and Instruction		✓ Narrative Included	✓ Evidence Included*	
a.	<i>Professional development on curriculum design for virtual instruction that considers developmental appropriateness</i>	✓	2.a	N/A
b.	<i>Professional development on instructional and classroom management practices for virtual environments</i>	✓	2.b	N/A
c.	<i>Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements</i>	✓	2.c	N/A
d.	<i>Instructional exemplars constructed to progress student learning in support of course objectives</i>	✓	2.d	N/A
e.	<i>Plan for all subject areas and student subgroups</i>	✓	2.e	N/A
f.	<i>Plan for at least three cumulative hours of synchronous instruction</i>	✓	2.f	N/A
g.	<i>Tools to facilitate assessments to ensure student engagement and mastery</i>	✓	2.g	N/A
h.	<i>Plan to provide synchronous instructional supports for students seeking assistance</i>	✓	2.h	N/A
i.	<i>Demonstration of comparable levels of rigor between online and offline instruction.</i>	✓	2.i	N/A
j.	<i>Articulation of expectations for curriculum and instruction for programs of study requiring in-person instruction – e.g., CTE, WBL, NPSE</i>	✓	2.j	N/A
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	N/A
b.	<i>Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources</i>	✓	3.b	N/A
c.	<i>Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days</i>	✓	3.c	N/A
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	N/A
f.	<i>Technical assistance and support offered during virtual instructional days</i>	✓	3.f	N/A

1. Culture and Management

- a. **Secured stakeholder support:** See Signature Page above
- b. **Secured local school committee approval:**
The Pawtucket School Committee voted on December 16, 2025, 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:**
 - o **School Administration:** Principals will receive a full briefing on Virtual Instructional Day (VID) procedures, tools, and expectations during the December 16 Principal Leadership Collaborative meeting. Ongoing, two-way communication between district leadership and school administration will be maintained to ensure timely guidance, allow for adjustments as needed, and support consistent implementation of VID protocols across all campuses.
 - o **Instructional Staff:** Educators will receive training and ongoing support from school administrators during Professional Learning Community (PLC) time to ensure readiness for Virtual Instructional Days (VIDs). Faculty are encouraged to bring their district-issued devices home daily and assess any home connectivity needs to support seamless access during a VID.

Teachers will continue to prepare virtual lessons during daily planning time and ensure materials can be accessed remotely. A targeted professional development session will be provided to new staff, focusing on the core instructional tools used during VIDs; including **Google Classroom** and **Google Meet** for instruction, communication, and assignment distribution.

Additionally, virtual instruction training videos and resources will be available for staff who wish to review tools and best practices at their convenience.

- o **Families:** Families will receive clear information and Frequently Asked Questions (FAQs) outlining Virtual Instructional Day (VID) expectations and procedures to ensure readiness. Resources will be shared proactively and through school communication channels. Additionally, the district will provide families with information on available low-cost internet options to support reliable access at home.
- o **Students:** Students will engage in regular practice using Google Workspace for Education tools: including Google Classroom, Google Docs, Google Slides, and Google Meet. to build confidence and independence in navigating digital learning environments. Curriculum materials and digital platforms that are used during in-person instruction will also be incorporated into ongoing student learning to ensure a seamless transition on Virtual Instructional Days (VIDs).

Students will be encouraged to:

- Log into their devices daily and access assigned digital tools
- Maintain familiarity with accessing and submitting assignments online
- Participate in digital citizenship lessons focused on responsibility and online behavior.

- Practice troubleshooting basic technology challenges
- Utilize assistive technology features (as applicable) to support accessibility

This consistent exposure ensures students are prepared to engage productively and successfully during VIDs without disruption to learning.

e. Method for determining all staff and student attendance:

Skyward (student information system) and Frontline Attendance (cloud-based staff attendance system) will be used to document and verify attendance for Virtual Instructional Days (VIDs), ensuring full compliance with state evidence requirements.

Students:

Secondary level: Attendance will be verified by each scheduled content teacher as part of existing daily procedures.

Elementary level: Homeroom teachers will record attendance at the start of the school day, consistent with current practice.

In the event of a power outage or internet disruption, students should complete asynchronous assignments when possible to demonstrate participation.

Staff:

All staff must adhere to regular attendance reporting procedures using the **Frontline** portal.

f. Plan for the accessibility of student services:

The Pawtucket School Department is committed to ensuring equitable access to instruction and student services during Virtual Instructional Days (VIDs). The following supports and accommodations will be provided to meet the diverse needs of learners:

- **Students with Significant Intellectual Disabilities:** Customized learning assignments will be shared directly with families to support continued skill development at home.
- **Resource Specialists and MLL Support Teachers:** Educators will join virtual classes to deliver instructional support, modify assignments, and ensure accessibility for students within Google Classroom.
- **MLL & CLSD coaches ---**
- **CLSD Coaches:** coaches will reach out to their coachees to reschedule coaching cycle support and offer additional time for virtual support. Coaches will use time to plan and coordinate work connected to their coaching cycles and update documentation for grant compliance. Coaches should check in with their immediate supervisor and update them on the day's goals.
- **MLL Instructional Coaches:** Coaches will meet with their coachees to reschedule coaching cycle support and offer additional time for virtual support. This may include lesson planning, modeling and professional learning. Coaches will plan and coordinate work connected to their coaching cycles and update documentation of work done on the virtual instruction day.
- **Reading and Math Interventionists:** Intervention staff will provide, targeted instructional support during scheduled times aligned with their day schedules and within virtual classroom sessions.

- **Assistive Technology:** Tools such as text-to-speech and speech-to-text will remain available to eligible students to support engagement and accessibility.
- **Alternative Response Options:** Students may use Screencastify or similar audio/video applications to provide verbal or recorded responses when required as part of their accommodations.
- **Multilingual Learner Supports:** Identified MLL students will continue to have access to Lexia English, iLitELL, Google Translate, and other approved digital tools to support language development.
- **Specialized Classroom Resources: Unique Learning System (n2y)** will be utilized to provide structured and differentiated learning activities aligned with individualized education program (IEP) needs.

These accessibility measures ensure continuity of services and uphold individual student learning plans during each Virtual Instructional Day.

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

Refer to the attached “2025–2026 School Day Communication SoP” for full procedural details. The Pawtucket School Department will follow established district communication practices to determine and announce the activation of a Virtual Instructional Day (VID):

Notification Protocol

- The Superintendent of Schools, or designee, will make the official determination to close school buildings and initiate a VID.
- The announcement will be sent to the Rhode Island Broadcasters Association network (television and radio).
- A School Messenger and/or KINVO notification (robocall, SMS, and/or email) will be issued to families and staff, directing them to the district website and school communication channels for additional instructions.
- Updates will be posted to official district platforms, including the PSD website and approved social media channels.

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

The Pawtucket School Department will utilize a multi-measured approach to monitor the effectiveness of Virtual Instructional Days (VIDs) and ensure accountability for teaching and learning outcomes.

Data Collection & Evidence of Participation

- Google Classroom activity and student work submission will be monitored and reported by teachers as evidence of active participation.
- Skyward and Frontline Attendance data will be reviewed daily and made available to RIDE to support evaluation of VID instructional fidelity and attendance compliance.
- Sample instructional artifacts (e.g., lesson plans, posted assignments, student submissions) will be digitally collected by school to document the continuity of instruction across grade levels and content areas.

Review & Continuous Improvement

- Building administrators will collect staff feedback and lead structured debrief conversations following each VID to identify strengths, challenges, and any necessary mid-course adjustments.
- The district's senior leadership team will review attendance trends, engagement analytics, and documented concerns to refine procedures, professional development needs, and family communication strategies.
- Accessibility and service delivery for multilingual learners and students with disabilities will be monitored and reviewed to ensure compliance with IEP/504 supports and equitable outcomes.

Reporting to RIDE

Results of VID implementation (attendances, participation metrics, evidence summaries, and improvement actions) will be compiled and submitted to RIDE as required. These findings will inform ongoing adjustments to ensure Virtual Instructional Days remain effective, equitable, and aligned with state expectations.

2. Curriculum and Instruction

a. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:

The Pawtucket School Department is committed to supporting high-quality blended and virtual learning experiences that are developmentally appropriate and aligned to content standards. Professional development will be focused on equipping educators with the skills, tools, and pedagogical strategies necessary to deliver both synchronous and asynchronous instruction effectively.

Curriculum Alignment & Differentiation

- Ongoing professional learning on individualized student pathways and proficiency-based diagnostics ensures teachers can design Virtual Instructional Day (VID) learning tasks that directly align to content standards and meet each student's demonstrated proficiency level.
- Instructional design emphasizes differentiation, allowing students to work independently with appropriate scaffolds or collaboratively with peers during scheduled synchronous sessions.
- Standards-based learning tasks used during VIDs will reinforce core instructional priorities and contribute to students' ongoing academic progress.

Technology-Enhanced Instructional Practice

- The Pawtucket School District is creating a multi-year professional development training schedule to build strong capacity and confidence in the use of digital learning environments and instructional technology tools.
- Teachers and administrators routinely leverage platforms such as **Google Classroom, Google Meet, and Screencastify** to support instruction, communication, and student engagement during remote learning.

Asynchronous Instructional Design & Monitoring

- The Pawtucket School District is creating a professional development program to support teachers in creating asynchronous learning activities that allow students to progress at their own pace while maintaining accountability.
- Self-Guided professional learning training modules, as well as Virtual Instruction resources, and distance learning support for the SAVVAS core curriculum, are provided through the SAVVAS Realize platform. Additional resources for lesson internalization and Google Classroom integration can be found in each grade level's Instructional Focus Calendar.
- Teachers will use **Google Classroom** and district-approved instructional platforms (including **i-Ready, SAVVAS Realize, Imagine Learning**, and others) to monitor student progress and personalize instruction based on individual needs.

Through these professional learning efforts, the district ensures that all students receive rigorous, developmentally appropriate, and standards-aligned instruction during Virtual Instructional Days, supported by educators who are well-prepared to deliver high-quality virtual learning.

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

All instructional staff have received training on the effective use of Google Workspace for Education tools and will continue to have access to ongoing webinars, self-paced learning modules, and previously developed PD resources through the district's professional development office. These professional learning experiences focus on strategies that promote student engagement, maintain clear expectations, and foster a positive learning culture in remote settings.

The district's approach to classroom management in virtual environments is aligned with expectations for in-person instruction. Educators are trained to:

- Establish and communicate consistent virtual classroom norms and behavior expectations
- Foster relationships and create an inclusive classroom environment through digital tools
- Utilize synchronous structures such as breakout rooms, whole-group meetings, and small-group instruction
- Apply proactive engagement techniques, including regular check-ins, collaborative learning, and timely feedback
- Leverage digital monitoring tools (e.g., participation logs, chat features, progress dashboards) to ensure student accountability

Additionally, targeted professional development will be created to support teachers in:

- Ensuring student online safety and digital citizenship
- Managing instructional pacing and transitions between synchronous and asynchronous activities
- Using accommodations and accessibility features to support diverse learners
- Communicating with families regarding student participation, expectations, and progress

Through these ongoing professional learning opportunities, educators are equipped with the skills and strategies necessary to maintain strong instruction, clear expectations, and consistent engagement throughout Virtual Instructional Days.

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

Instruction delivered during Virtual Instructional Days (VIDs) will align with curriculum expectations, academic standards, and developmental appropriateness while complying with all copyright and fair-use requirements.

Standards Alignment & Instructional Design

- All content delivered during VIDs will be grounded in the Rhode Island Content Standards and district-approved curriculum plans.
- Instructional materials may include core grade-level content as well as supplemental resources that enable personalized learning and skill reinforcement based on student needs.
- Teachers will continue to design learning tasks that reflect high-quality instructional practices used during in-person instruction.

Copyright and Fair Use Compliance

Educators will:

- Use district-licensed instructional materials; including SAVVAS, i-Ready, Imagine Learning, and Google Workspace for Education tools, in accordance with publisher agreements.
- Follow copyright guidelines when sharing excerpts or digital copies of text, video, and instructional materials within closed-access platforms such as Google Classroom.
- Prioritize the use of district-approved, open educational resources (OER) where appropriate.
- Ensure that any teacher-created content, including video instruction and screen-recordings, is shared only within the secured district platforms to protect intellectual property and student data privacy.

Curriculum Application Across Grade Bands

Grades K–12

- Teachers will leverage district-developed curriculum maps to guide synchronous and asynchronous learning on VIDs.
- Online platforms and district applications will be utilized to provide individualized instruction and to support gap-closure efforts.
- Core subjects (including reading, writing, and math) are reinforced through both digital and print-based access to resources (e.g., SAVVAS online and hard copy texts).

Pre-K

- Instruction is rooted in the Rhode Island Early Learning and Development Standards (RIELDS) and the district-adopted Creative Curriculum, aligned with guidance from the RIDE Early Childhood Office.
- Assessment continues through Teaching Strategies GOLD, which is fully aligned to Creative Curriculum and RIELDS expectations.
- Families play a central role in supporting learning; assignments for VIDs will:
 - Align with the current Creative Curriculum unit of study
 - Be sent directly to families in advanced “Snow Bags”
 - Be returned to school and documented in each child’s assessment portfolio
- Teachers will remain available via email or the district’s parent communication portal to support families and provide clarification as needed.

By adhering to these guidelines, PSD ensures that all content used during Virtual Instructional Days maintains academic integrity, protects intellectual property rights, and supports equitable learning experiences for students at every grade level.

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

The Pawtucket School Department will ensure that instructional exemplars used during Virtual Instructional Days (VIDs) are designed to advance student learning and support achievement of clearly defined course objectives and grade-level standards.

High-Quality Lesson Design

Exemplars of project-based, inquiry-driven, and standards-aligned learning tasks will be provided to support student mastery of priority content.

Each learning task will include:

- Clearly stated objectives tied to Rhode Island and district standards
- Success criteria and/or rubrics to guide student expectations
- Alignment to grade-level “I Can” statements shared with families through hard-copy and digital instructional materials

Instructional sequences will follow a consistent framework:

1. Engage — Introduction of essential questions and learning purpose
2. Explore — Interactive or guided learning activities
3. Apply — Independent or collaborative practice opportunities
4. Demonstrate — Student performance tasks to assess understanding

This structured approach supports both readiness and rigor in a virtual environment.

Student Support and Feedback

- Teachers will maintain regular interaction with students through Google Meet, Google Classroom communication, and other district-approved platforms.
- Students will have access to real-time or near-real-time feedback and instructional support to ensure misconceptions are addressed promptly.
- Collaborative digital tools such as Google Docs will be used when appropriate to facilitate peer interaction and feedback to deepen learning.

By intentionally aligning instructional exemplars with district expectations, state standards, and high-impact instructional practices, Pawtucket ensures that Virtual Instructional Days provide meaningful learning experiences that contribute to sustained academic progress.

e. Plan for all subject areas and student subgroups:

All subject areas and student subgroups are fully included in Virtual Instructional Days (VIDs), ensuring equitable access to high-quality instruction across the district.

Instructional Schedule & Delivery

- VIDs will follow a **predetermined schedule** that mirrors a typical in-person school day.
- Students will follow their full daily schedule, attending each class during its assigned period.
- Teachers will be online and available during their scheduled instructional blocks to engage students through:
 - **Google Meet sessions** (synchronous)
 - **Google Classroom assignments and communication** (asynchronous)

Student Engagement Expectations

- Students will log into their district Google Workspace accounts and access their assigned Google Classrooms at the start of each scheduled period.
- Learning tasks may be completed collaboratively with peers or independently, depending on the activity and support needs.
- Students may return to the virtual classroom or request assistance throughout the class period.

Standards-Based Instruction Across All Subjects

- All educators (including core content, electives, arts, and physical education) will provide:
 - Rigorous instructional tasks aligned to grade-level standards
 - Practice and application opportunities
 - Formative checks for understanding and feedback
- Elementary schools will maintain normal routines and structures, including scheduled special subject classes (Art, Music, Physical Education, etc.) through Google Classroom and/or synchronous instruction.

Support for Subgroups & Specialized Services

- **Special Educators** will support students in accordance with their IEP service delivery times, joining scheduled classes or providing supplemental virtual sessions.
- **Resource teachers, interventionists, and MLL specialists** will:
 - Participate in co-taught lessons where applicable
 - Offer designated virtual support blocks for their caseload
 - Provide modifications and accessibility supports within Google Classroom

By ensuring all subject areas and student populations are included in a coordinated virtual model, PSD maintains continuity of instruction, equitable access, and high expectations for every learner during a Virtual Instructional Day.

f. Plan for at least three cumulative hours of synchronous instruction:

All Virtual Instructional Days (VIDs) will include a minimum of three cumulative hours of synchronous learning for every student, aligned with RIDE requirements. Virtual school schedules will mirror the structure, academic rigor, and instructional strategies of a typical in-person school day at each grade level.

- Students will participate in real-time instruction through scheduled Google Meet sessions for core content and additional subject areas as applicable.

- Teachers will deliver direct instruction, facilitate guided practice, conduct class discussions, and provide timely feedback during synchronous periods.
- Remaining instructional time will occur **asynchronously**, allowing students to engage in independent learning tasks directly connected to lesson objectives.
- Attendance will be documented through synchronous participation and aligned with standard attendance procedures.

This blended approach ensures students receive continuous, high-quality instruction, real-time academic support, and meaningful interaction with teachers and peers throughout each Virtual Instructional Day.

g. Tools to facilitate assessments to ensure student engagement and mastery:

The Pawtucket School Department will utilize a combination of embedded digital tools and teacher-designed assessments to measure learning, encourage active participation, and ensure students are progressing toward mastery of grade-level standards. Assessment expectations will remain aligned to established curriculum and instructional models, with flexibility for teachers to leverage both digital and hard-copy materials as appropriate to student access needs.

Promoting Engagement in Asynchronous and Synchronous Learning

Instructional staff will design lessons that intentionally incorporate assessment checkpoints and interactive strategies that sustain student interest and support academic rigor:

- **Developmentally appropriate lesson design**
 - Younger students: shorter, structured tasks, movement breaks, positive reinforcement, and frequent check-ins
 - Older students: performance tasks connected to learning objectives, opportunities for self-assessment, peer feedback, and teacher input
- **Collaborative and interactive learning opportunities**
 - Use of Google Meet breakout rooms, virtual hands-on tasks, and multiple modalities for demonstrating mastery
- **Differentiation and targeted supports**
 - Modifications, scaffolds, and virtual small-group/individual check-ins to maintain learning within the Zone of Proximal Development (ZPD)
- **Instructional technology to enrich assessment and engagement**
 - Virtual field trips (e.g., Google Earth / Tour Builder)
 - Project-based learning and authentic real-world tasks
 - Game-based vocabulary or skill practice (e.g., Quizlet)
 - Student-created multimedia submissions (e.g., Screencastify)

Tools for Monitoring Mastery and Providing Formative Feedback

Teachers will use ongoing formative assessments to track student progress, identify misconceptions, and adjust instruction as needed. Approved assessment platforms and tools include:

- **District-adopted instructional systems**
 - i-Ready (ELA and Mathematics)
 - SAVVAS Realize
 - Imagine Learning (MLL)
 - Unique n2y

- **Google Workspace for Education**
 - Google Forms for quizzes/check-ins
 - Google Classroom rubrics and grading features
 - Google Docs / Slides for written and collaborative responses

Teachers may also provide print-based assessments where necessary to ensure fair access and then collect evidence of learning upon return to school.

h. Synchronous instructional supports for students seeking assistance:

All students utilizing district digital platforms or Google Workspace for Education tools will have built-in synchronous (live) support as part of the instructional model for Virtual Instructional Days (VIDs). This support will take place during scheduled class times and may include:

- Teacher-to-student direct instruction and check-ins
- Student-to-student collaboration through guided activities
- Small-group or team-based learning facilitated in real time

This design ensures students are actively engaged and have immediate access to instructional assistance and peer interaction while working in virtual environments.

To support ongoing engagement and accountability, teachers and administrators will continuously monitor:

- Student attendance and participation through Skyward and Google Classroom
- Assignment completion and interaction metrics within district-approved digital learning platforms
- Communication logs and synchronous participation during class sessions

Through regular oversight, real-time support, and responsive intervention, the district ensures that all students remain connected, supported, and actively engaged during every Virtual Instructional Day.

i. Demonstration of comparable levels of rigor between online and offline instruction:

The Pawtucket School Department ensures that instruction delivered during Virtual Instructional Days (VIDs) maintains the same level of rigor, academic expectations, and standards alignment as in-person learning. Virtual learning models used across the district already incorporate technology-enabled differentiation and are designed to support high levels of student engagement and achievement.

Standards-Based, Rigorous Instruction

- Teachers will continue to align all instruction (whether synchronous or asynchronous) to grade-level standards and established curriculum frameworks.
- Differentiated learning pathways ensure students engage at an appropriately challenging level based on proficiency data, maintaining equitable access to rigorous learning for all subgroups.

High-Quality Instructional Design

- Teachers may utilize task lists or structured digital modules that guide students through:
 - Essential questions
 - Explicit instruction or modeled learning
 - Guided or independent practice
 - Ongoing checks for understanding and performance-based assessments
- Virtual learning environments will include opportunities for:
 - Collaboration with peers through Google Meet breakout rooms and shared digital spaces
 - Multiple modalities to demonstrate mastery, including written, oral, and multimedia formats

Support for Diverse Learners

- Lesson modifications and individualized strategies will be applied to meet the needs of multilingual learners, students with disabilities, and students requiring targeted intervention.
- Planning will be coordinated with Special Education, MLL educators, and interventionists to ensure instructional rigor remains appropriate and accessible to every student.
- Digital accessibility features and assistive technologies will support consistent progress toward individualized and grade-level goals.

Through consistent expectations, strong digital pedagogy, and collaborative instructional planning, PSD maintains instructional rigor that is fully comparable to traditional classroom instruction, ensuring continuity of learning and progress toward standards on every Virtual Instructional Day.

j. Articulation of expectations for curriculum and instruction for programs of student requiring in-person instruction – eg, CTE, WBL, NPSE:

For programs that rely on hands-on learning or in-person experiences, alternative standards-aligned assignments will be provided during Virtual Instructional Days (VIDs). These tasks will directly connect to the same overarching goals, course competencies, and instructional outcomes planned for the in-person learning day, ensuring continuity of progress toward credential or skill attainment.

3. Technology and Supports

a. Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days

Pawtucket School Department (PSD) maintains a comprehensive technology infrastructure designed to ensure that all students and educators can fully participate in Virtual Instructional Days (VIDs). These standards align with Rhode Island's expectations for equitable access and high-quality digital learning.

Student Access to Devices

PSD has distributed an at-home learning device to K - 12 students to support daily academic work and ensure readiness for all designated VIDs. Each device is configured to access district-approved applications, digital curriculum platforms, and instructional tools.

Technology Standards

PSD adheres to the International Society for Technology in Education (ISTE) Standards for Students, which guide the digital competencies necessary for effective online learning. These nationally recognized standards support content-area instruction by promoting creativity, collaboration, digital citizenship, and responsible technology use.

Reference: <https://www.iste.org/standards/for-students>

Cloud-First Digital Ecosystem

PSD operates as a cloud-first district, meaning all core systems, resources, and instructional applications are cloud-based and accessible from any location with an Internet connection. This design ensures continuity of learning regardless of physical setting.

Key components include:

- G Suite for Education: Cloud-based tools for collaborative word processing, spreadsheets, presentations, surveys, website development, and digital drawings.
- Email & Google Drive: District email communication and cloud storage for academic work.
- Google Meet: Platform for synchronous “face-to-face” interactions between teachers and students.
- Google Classroom: Central learning management system used to distribute assignments, instructional materials, and feedback.
- Screencastify and Similar Tools: Layered video applications supporting student demonstrations of mastery, teacher-created instructional videos, and asynchronous communication.
- SAVVAS Learning Platform: Standards-aligned digital curriculum resources across multiple content areas.
- i-Ready: Personalized instructional platform that supports mastery of ELA and Math standards through adaptive learning pathways.
- Google Forms, Quizlet, and Comparable Applications: Digital tools used for formative assessment and progress monitoring of student mastery of grade-level standards.

Hardware and Educator Supports

The district provides all certified educators with a Chromebook equipped with the necessary camera and microphone features to operate virtual classrooms effectively. These devices are optimized for Google Workspace and cloud-based environments.

Educators are expected to assess the reliability of their home Internet connectivity in advance of a scheduled VID. Any concerns should be communicated promptly to their building principal to ensure appropriate support or contingency plans.

b. Procedures for Identifying and Resolving Inequitable Off-Campus Student and Teacher Access to Online Services and Resources:

The Pawtucket School Department (PSD) has established clear procedures to identify, monitor, and resolve inequitable access to technology and online instructional resources for both students and educators during Virtual Instructional Days (VIDs). These procedures ensure that all learners can participate fully in virtual learning and that challenges are addressed proactively.

Provision of Student Devices

PSD provides every student with a district-managed device for at-home use as part of its one-to-one learning initiative. These devices are configured to access the district’s digital learning platforms, curriculum tools, and communication systems required for VIDs.

Identification of Connectivity Barriers

- The district uses multiple methods to identify students and staff who may lack reliable off-campus Internet access, including:
 - Technology assessments are conducted at the start of each school year and periodically throughout the year
 - Direct communication with families through school-based staff, counselors, and parent liaisons
 - Reports from teachers identifying students who consistently struggle to access online work
 - Self-reporting from educators regarding home connectivity issues

This information enables the district to intervene early and ensure that barriers are addressed prior to a VID.

Options for Addressing Internet Access Gaps

To support families without reliable home Internet, PSD provides the following solutions:

Low-Cost Internet Options:

The district maintains and promotes a list of low-cost Internet programs on the PSDRI website. Providers such as Cox Communications offer discounted home Internet for qualifying K–12 households.

Mobile Hotspots:

PSD will distribute mobile hotspots to students and families on an as-needed basis, ensuring that those without Internet connectivity can engage in synchronous and asynchronous learning activities during VIDs.

Support for Educators

Educators who experience connectivity challenges at home are instructed to notify their building principal promptly. The district will work collaboratively to identify solutions, which may include:

- Access to mobile hotspots
- Temporary on-site workspace arrangements during a VID

- Technical assistance through the district's Technology Department

Ongoing Monitoring and Continuous Improvement

The District Technology Department and school administrators review access-related data on an ongoing basis to ensure equitable participation. Identified gaps are addressed through direct outreach, additional supports, and updates to internal procedures.

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

The Pawtucket School Department ensures that students who require instructional modifications or accommodations receive equitable access and appropriate supports during Virtual Instructional Days (VIDs). The procedures and tools used to provide these supports are aligned with the daily practices implemented during in-person instruction and fully integrate the accommodations outlined in students' individualized plans (IEPs, 504 Plans, EL supports, and other documented interventions).

The district utilizes the following technical solutions and digital tools to support modifications and accommodations:

Differentiated and Accessible Digital Assignments

Educators design tasks that are differentiated to meet the varied needs of learners. During VIDs, students are expected to work to the best of their ability on assignments that reflect their individual learning profiles. Teachers leverage digital tools such as Google Classroom, SAVVAS, and i-Ready to assign personalized tasks, scaffolded materials, and leveled resources.

Embedded Accessibility Features

- District-approved digital platforms contain built-in accessibility features that support learners who need:
 - Text-to-speech
 - Speech-to-text
 - Translation and language support
 - Visual adjustments (zoom, contrast, closed captioning)
 - Read-aloud tools (e.g., i-Ready, Google Read Aloud, Chrome extensions)

These features allow students to independently access content at home in the same manner they do in school.

Synchronous and Asynchronous Support Option

Teachers provide support through a combination of:

- Google Meet sessions for real-time clarification, check-ins, and small-group instruction
- Recorded instructional videos (e.g., Screencastify) that allow students to replay content at their own pace
- Google Classroom communication tools to ask questions, receive feedback, and access alternative materials

This approach ensures flexibility and access for learners who may need extended time or repeated exposure to instruction.

Special Education and Related Services Adaptations

Special educators collaborate with general education staff to implement accommodations and modifications remotely, which may include:

- Adapted digital assignments and simplified task lists
- Supplemental instruction through virtual small groups
- Alternative formats of materials (audio, video, graphic organizers, manipulatives where appropriate)
- Virtual check-ins aligned to IEP service delivery expectations when feasible

All supports mirror the intent of the student's IEP or 504 Plan to the greatest extent possible during a VID.

Language Supports for Multilingual Learners (MLLs)

Students receiving EL supports have access to:

- Translation tools embedded in G Suite
- Language scaffolds through programs such as SAVVAS and i-Ready
- Visual supports and bilingual resources
- Remote check-ins from EL specialists when appropriate

Procedures for Requesting Additional Support

Students or families requiring further assistance can contact their teacher, school administrator, or case manager. Schools will coordinate additional accommodations, provide technical solutions, or adjust assignments to ensure equitable access.

- d. **Acceptable use policies include 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:**

The Pawtucket School Department will ensure that all staff, students, and (where applicable) parents/guardians receive appropriate training to navigate and utilize the online platforms and digital resources required for Virtual

Instructional Days (VIDs). Because the district's virtual learning tools mirror those used during daily in-person instruction, students and educators engage regularly with these platforms throughout the school year, ensuring familiarity and readiness for VIDs.

1. Ongoing Training for Teachers and Staff

The Pawtucket School Department will establish a continuous professional learning cycle that supports effective implementation of digital instruction, differentiation, and personalized learning. Resources and trainings have been made available through previous Professional Development (PD) Choice Boards and on the PSD website.

The district will also provide targeted professional development designed to strengthen staff proficiency in the following areas:

- Blended Learning Models
- Differentiation in Online and Hybrid Environments
- G Suite Applications for Education (Google Classroom, Docs, Slides, Forms, Meet, Drive, etc.)
- Lexia English
- Digital Applications Supporting Personalized Instruction
- i-Ready
- Savvas Learning Platform

These training modules will be available on-demand to ensure staff can access support prior to and during Virtual Instructional Days.

2. Student Training and Readiness

Students are trained on the use of district-approved digital platforms as part of their regular in-person learning experience. Daily routines incorporate:

- Logging into devices
- Accessing Google Classroom
- Engaging in Google Meet sessions
- Completing assignments using G Suite tools
- Using digital curriculum platforms such as Savvas, i-Ready, and Lexia English

This consistent exposure ensures students can seamlessly transition to VIDs with minimal disruption.

3. Parent and Guardian Supports

Parents and guardians have access to technology guidance materials and tutorials through the PSD website, including:

- Instructions for logging into district devices
- Navigation guides for Google Classroom and online curriculum platforms
- Resources for troubleshooting basic technology issues

Schools also provide direct support through family engagement staff and school-based communication channels.

f. Technical assistance and support offered during virtual instructional days:

The Pawtucket School Department provides comprehensive technical assistance and operational support to ensure continuity of learning and business operations during Virtual Instructional Days (VIDs). Supports are aligned to staff roles and designed to maintain effective communication, instructional delivery, and district functionality while operating remotely.

1. Pre-Shared Technical Assistance Resources

The Pawtucket School Department will provide staff with access to pre-recorded technical assistance documents, webinars, and vendor-produced training materials. These resources will support navigation of district-approved digital platforms, troubleshooting standard technology challenges, and preparing for effective virtual instruction.

2. Real-Time Technical Support (IT/OTL Teams)

During VIDs, the Pawtucket IT and Office of Teaching and Learning (OTL) teams will be available to provide direct virtual assistance to staff, students, and families. Support may include:

- Device troubleshooting
- Account access issues
- Platform-specific technical guidance
- Connectivity assistance when feasible

Support will be provided remotely when Internet access is available.

3. Employee Expectations and Availability

During Virtual Instructional Days, all district employees will work virtually for the duration of their regularly scheduled workday unless otherwise advised. Role-specific responsibilities include the following:

Administrative Assistants

- Enable call forwarding and voicemail-to-email conversion through the district's IP phone system (if not already active).
- Monitor, retrieve, and record attendance-related voicemails in the Student Information System.
- Maintain consistent communication with school administrators through Google Meet to support remote office operations.
- Engage in online professional development activities (e.g., Frontline modules) when operational duties permit.

Paraprofessionals

- Participate in online professional development through self-guided courses aligned to their assigned grade level or content area.
 - Follow district-provided learning tracks that outline paraprofessional responsibilities during virtual learning.
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School Counselors / Guidance Staff

- Enable call forwarding and voicemail-to-email functionality.
 - Communicate with students electronically to support academic planning, course selection, and student well-being.
 - Work on student scheduling tasks for the upcoming academic year, as appropriate.
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Nursing Staff, Social Workers, Psychologists, OT/PT, and Speech Pathologists

- Enable call forwarding and voicemail-to-email conversion.
 - Share health, safety, and wellness reminders with families as appropriate.
 - Monitor Rhode Island Department of Health (RIDOH) updates.
 - Conduct outreach to students with Individual Health Plans (IHPs).
 - Provide virtual services to students whenever possible and consistent with individual plans.
 - Participate in professional development activities as needed.
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Maintenance and Custodial Staff

- Depending on the cause of the school closure, maintenance and custodial personnel may be required to report onsite.
 - These roles are essential to ensuring that school buildings are prepared for timely reopening.
 - Staff should follow the reporting guidance provided by their direct supervisor for each VID.
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Technology Support Staff

- The Technology Department will remain fully operational and available remotely to support educators, students, and families during VIDs.
 - Services may include device troubleshooting, access support, platform navigation assistance, and coordination of urgent technical needs.
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Business Office and Human Resources

- Finance and Human Resources staff have full remote-access capability to perform essential district functions, including payroll processing, procurement workflows, HR transactions, and communication with staff.

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 VirtualInstruction@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

