Exeter-West Greenwich Regional School District

Virtual Instructional Day Plan

Summary

Please see the attached evidence and procedures of the Exeter-West Greenwich Regional School District (EWGRSD) Virtual Instructional Day Plan. The school year must consist of 180 instructional days. Building, local or other emergency situations may require the closing of schools for short or extended periods of time. With the Virtual Instructional Day Plan in place, valuable instructional time may continue virtually by completing assigned work and submitting it using approved online tools. This plan is in accordance with RI General Law §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…”

Date of last review: 03/17/2020

Document status: Revision after initial submission to RIDE on 3/16/2020
Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE

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a. Stakeholder Approval

<table>
<thead>
<tr>
<th>Title/School</th>
<th>Date</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Superintendent of Schools: James H. Erinakes, II</td>
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<tr>
<td>Director of Curriculum: Dr. Marie Ahern</td>
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<td>Director of Special Education: Sarah Dentz</td>
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<td>Director of Technology: Jeremy Taylor</td>
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<td>Principal EWG SHS: Susan Chandler</td>
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<td>Principal EWG JHS: Mary Slattery</td>
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<td>Principal Metcalf Elementary School: Laurie Ratigan</td>
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<td>Principal Wawaloam Elementary School: Melissa Marino</td>
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<td>Director Lineham Preschool: Robin Corsi</td>
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b. School Committee Approval

The Virtual Instructional Day Plan will be presented to the Exeter-West Greenwich Regional School Committee on 3/24/2020.

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<thead>
<tr>
<th>Title</th>
<th>Date</th>
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<tbody>
<tr>
<td>School Committee Chair: Claudine Pande</td>
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Virtual Instructional Day Proposed Plan*:

EWGRSD Contingency Plan for Emergency School Closures

*Note: This is a DRAFT plan which the school district is using to prepare for possible school closures that requires School Committee and RIDE approval.

Phase 1: Plan and Approvals

District is preparing a plan for Virtual Instructional Days which will need to be approved by the following parties:

- Administration
- Bargaining Units
- School Committee
- RIDE
Phase 2: Preparations

K-6 Make sure students can sign in
- Create password cards for lower grade levels
- Google email/password is used for all services that require sign-in
- Include information for all relevant content sites
- Send home with students/e-mail information to parents.

Prepare your online classrooms
- Google Classroom is the platform to manage student assignments and playlists. If not using Classroom, start immediately.
- Alternate platforms will be approved on a case by case basis.
- Familiarize self and students with Hangouts Meet for virtual class time.
- We encourage teachers to pair Google Classroom with lessons in i-Ready (2-8) + iXL (2-8).

Vigilance
- There may be no advance notice of a closure.
  Teachers must ensure they have a capable computer with them at home each day.
- District devices and chargers should be brought home regularly (7-12). Classroom Chromebooks may be loaned to families (K-6) as needed.

Technology Provisions
- District is currently surveying families to determine if they have a device for each student and access to WiFi at home.
- If not, the Technology department will prepare provisions to provide devices and mobile Internet (if possible).

Phase 2 (cont.) Professional Development:

PD will be made available for staff to better utilize tools for online instruction

- Google Classroom
- Google Hangouts Meet
- Just in Time PD - Remote Supports
- Clever Apps
- Virtual Instructional Day
- Aspen - Verified Attendance
Phase 3: Online Learning Drills in School

Just like fire and lockdown drills, start using the tools every day to ensure both the students and teachers are familiar with the process for online learning.

Pre-K to Grade 2

Assigning online work for students of these grades will be more challenging. Teachers need to prepare a minimum of 5 days of materials to include assignments in reading and math.

- Worksheets/workbooks
- Reading material
- Online games/age appropriate sites
- i-Ready lessons as appropriate
- FOSSweb.com (Science) lessons as appropriate

Reference/Contribute to Virtual Instruction Resource
vidwiki.ewgrsd.org

Set Google Classroom Assignments/Links

Give students time to work independently on assignments

Assist by request and review assignments
1. Notice that Virtual Day is implemented - RIBA/Apptegy
2. Students already have assignments and links to all necessary resources
3. Additional resources/links provided as needed
4. Teachers join scheduled Google Meet for support during school hours
5. Attendance is recorded in Aspen by teacher
6. Assignments are completed by students, then reviewed by teachers

In Action: Monitor for Attendance

The following tools (and more) can be used to report on student activity:

- i-Ready Lessons
- Google Classroom (completed assignments)
- Google Meet Activity Log
- Clever Activity Log
Next Step: Start preparing now

Speak to your teachers about:
- What they need?
- Are they using these tools already? If not, are there better tools?
- Do they have access from home?

Communicate to your families:
- Do they have access to a computer and Wifi at home?
- Ensure contact information is up-to-date

Use virtual tools more regularly:
- Google Hangouts can be used for communicating within your building
- Google Meet is a great way to meet across the district or with outside parties.

Virtual Instruction Resources Website

EWG has created a Virtual Instruction Resources Website that teachers can utilize and contribute to:

- Resources are peer reviewed and will be evaluated by the technology department to ensure student data privacy.
- Subject matter experts will be identified to provide assistance to their peers in integration.
- Technology Helpdesk will be available to provide remote support via phone, chat, meet and email.

vidwiki.ewgrsd.org
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 contractual schedules, prep and meal times.

EWG provides all faculty 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 or borrow a Chromebook as approved by the Technology department.

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<tr>
<th>Title</th>
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<tr>
<td>Bargaining Unit - Teachers: Barbara Wilmot</td>
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<td>Bargaining Unit - Paraprofessionals: Maureen Abarr</td>
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d. Plan for participation in virtual instructional days including communication to staff, students, and parents

EWGRSD has started the process of preparing schools, staff and the community for Virtual Instructional Days (VIDs).

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

**Teaching staff:** Teachers have been instructed to bring their devices home every evening, prepare their virtual lessons, and test their technology at home to ensure access is available if/when VIDs are initiated (possibly without forewarning).

A professional development plan is being tailored to assist teachers in learning the tools necessary to facilitate VIDs and remote assignments. At the time of writing the focal tools are Google Classroom, Google Hangouts Meet, and various platforms accessed through our Clever Portal.

Technology experts have been identified at each grade span level. These individuals will be paid an additional stipend in the event we move to at-home learning to provide remote and/or on-site real-time support in a designated area in the district.
**Families:** The presentation to the School Committee on 3/24/2020 will be video recorded and made available to families. Families may reach out for real-time support to identified staff members, as communicated when VIDs are implemented.

Schools are actively reaching out to families to identify their access to computers, laptops and Wifi. The district will evaluate these results and determine a best course of action to bridge the gap of homes not equipped with the technology needed to perform VIDs.

**Students:** Practice VID Drill Days in school

e. **Method for determining all staff and student attendance**

EWGRSD 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 taken as usual in our student information system consistent with school protocols. Attendance may be verified in a number of ways, including but not limited to: students joining Google Hangouts Meet or connecting using the dial-in phone number, teacher verification of work progress/completion, and/or e-mail or phone contact to students/families. On a daily basis, teachers must verify that each student is actively learning, completing assignments, and understands how to receive additional help as needed. Regardless of the approach, attendance must be recorded in the student information system.

It is recommended that staff use Google Hangouts Meet as their ‘virtual classroom’. Teachers can join their virtual classroom and be available for students to join for roll call attendance and be available to assist students in need of help with their assignments. **Teachers have the flexibility to use an established or alternate virtual learning environment in place of Google Hangouts Meet to accomplish the goals and expectations of instruction and/or attendance in a virtual or distance learning environment.**

If a Google Hangouts meeting is linked to the Google Classroom calendar, the student will be able to see that calendar in their Google Calendar. Otherwise, the teacher can post the Hangouts Meet link to the Google Classroom ‘wall’.

**Google Virtual Classroom Tutorial Video**

Google Hangouts Meet also creates a telephone conference bridge for students to dial into. Students can join the ‘virtual classroom’ for the first few minutes of each class while the teacher takes attendance, at which point they may leave the meeting to work on assignments independently, but are encouraged to jump back into the meeting to speak/chat with the teacher for assistance when needed.

In addition to manual attendance, EWGRSD has multiple tools that may be used to verify attendance and online times of staff/students:

Google Hangouts Meet has reporting available to show all attendees, length of time in the meeting, etc... See image:
f. Plan for the accessibility of student services:

- Students with intensive needs in separate classrooms - Access alternate curriculum through Unique curriculum lessons, extending School Year and/or providing activity-based assignments to parents.
- Special Educators and other support staff invited to join Google classrooms/hangout.
- Resource Specialists/MLL Teachers/Speech-Language Pathologists and Occupational Therapists online with teachers in class providing support and modifying assignments for students in Google Classroom and/or providing access to technology.
- Special educators, Social Workers, School Psychologists, Speech-Language Pathologists and Occupational Therapists to create additional resources or lessons for students to access.
- Psychologists, Social Workers and School Counselors will check in daily with high-risk students. All communications will be recorded on a log to verify that service was provided remotely.
- Text to Speech and Speech to Text options will be available for students.
- Students will be allowed to use video/audio applications to communicate answers verbally when this modification is needed.
- Teachers will leverage platforms such as IXL and iReady to personalize learning for all students.
- Google translate will be available to MLL students.
- **Note:** In the event the needs of students with Individualized Education Programs cannot be met, EWG will reconvene IEP teams when school is back in session to determine any necessary compensatory services.

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

Similar to days of inclement weather, the following procedure is used to notify staff, students and families of Virtual Instructional Days:

- Determination to close and initiate VID is made by the Superintendent of Schools or assigned delegate.
- Announcement of the closure and virtual instructional day (VID) will be provided to the Rhode Island Broadcasters system (radio/tv).
Apptegy Alert (text, email, robocalls) used to notify all staff of the VID
Staff must adhere to the regular schedule for reporting absence (via Frontline portal)
Apptegy Alert to families will direct them to the district website for additional information
Students follow teacher-provided instructions/schedules for attendance, instruction, work completion and support.

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

Real-time evaluation: Implementation of a virtual/distance learning plan will likely unveil challenges that were not considered during the planning stages. Teachers, administrators, families and students should monitor and communicate implementation challenges so that revisions to our process can be considered and implemented in real time. Professionals are encouraged and expected to make improvement suggestions that will be evaluated and approved by building/district administrators as well as a cohort of technology experts (where applicable). Approved flexibility options shall be communicated through the Superintendent’s office to all who are impacted. This process will be fluid and considered necessary to ensure successful implementation of our virtual/distance learning plan.

Annual evaluation: EWGRSD 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 families and determine if the district can take any action to bridge the gaps of homes not equipped with the technology needed to perform VIDs.

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

- Discuss any major issues experienced school/district wide during the VID(s)
- Review attendance numbers for accuracy with data manager(s) for the district.
- Perform pseudo-random sampling of Google Classroom assignments, work performed and submission times
- Survey all staff who participated in the VID asking:
  - Were you able to take an accurate attendance?
○ Did they experience any issues with online tools?
○ Did your students/families report any issues with access?
○ Do you feel the work received from VID assignments was valuable to your teaching plan for your class?
○ What do you feel would better prepare you for the next VID?

2. Curriculum and Instruction

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

Professional development for teachers and administrators in blended learning strategies has been ongoing in the district for several years. It has been through this professional development that teachers and administrators are now well-versed in strategies to leverage the use of technology to support all learners. Specific to asynchronous learning, our teachers will be utilizing a playlist 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 many teachers will be leveraging the use of the B.E.T.T.E.R. lesson model as a way of providing a clear, cohesive, lesson structure to the asynchronous experience. Teachers have also had professional development around differentiation and the use of online asynchronous learning platforms (iReady, IXL, Big Ideas Math, Mathletics, FOSSweb, Reading Street, A-Z Reading) to personalize learning for students.

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

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

Clever Portal - This is the student’s landing page for apps. A majority of district-approved apps have been added to the Clever portal so students can access easily.

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

Google Hangouts Meet - A web meeting tool with free dial-in conferencing, this is the teacher’s virtual classroom where they can report during class times to take attendance and support students either via chat or verbally.
**i-Ready** - Self-paced, tailored lessons for ELA and Math for grades K-8. Provides data analytics to teachers on the lesson progress and will identify areas where focus is required for that student.

**IXL** - Lessons and Online curriculum which can be used for grades 2-8 (ELA-MATH)

**G Suite Apps for Education** - Students and teachers leverage these tools to collaborate, communicate and create digitally.

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

Under the direction of our Curriculum Director, school administrators, department chairs, team leaders and grade-level leaders share the responsibility for reviewing and approving lesson plans to ensure they are consistent with grade-level standards and the approved district curriculum guides. Administrators shall be granted full access to all teachers’ lesson plans, play lists, and virtual classrooms (consistent with existing contract language) and are expected to review and provide ongoing feedback on the quality and relevance of the students’ learning experiences.

**K-12:** EWGRSD will be using its designed and approved curriculum plans for all grade levels during VIDs. Virtual learning days will also leverage this time as continuous skill development for students through the application of online platforms such as IXL and iReady to provide personalized instruction and where applicable gap closure for students. Typically skills in math, reading, and writing are practiced asynchronously through the use of a station rotation model and our goal is to continue to develop those skills while asynchronous learning is happening at home.

**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](http://www.rields.com)

To correlate with the standards there is the RIELDS Fun Family Activity Cards that are complete with activities for families to do together. All families have access to these on the RIELDS website for their use.

The PRE-K assignments for VIDs would be for parents and children to do one to two activities (from the Family Activity Cards) together each day of home learning. Parents may download them at home.

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

Through the use of the B.E.T.T.E.R. lesson model (or other appropriate lesson structure) each asynchronous lesson is designed to 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 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 be assessed on their learning. Throughout this process students will have access to their teacher via Google Meet or other identified platform in order to receive guidance, have questions answered, and to provide their own thoughts during class time with the teacher. Students may also utilize Google Classroom and Google Docs to get feedback from their teacher and other students when applicable. Because of the flexibility of these digital tools and the collaboration features embedded in each, they provide plentiful opportunities for students to get feedback on their progress towards mastery of content standards and skills.

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

**e. Plan for all subject areas and student subgroups:**

All subject areas will be expected to participate in VID. Virtual Instruction days will run on a predetermined schedule based on a typical school day. For example, senior high students would have a 4 period day with set hours for each period with breaks for lunch. Teachers may be available via email, google meet, google classroom, or telephone. Teachers are expected to be responsive to students' needs but it may not be immediate. Teacher support will take place within a reasonable time frame. Students would check into the class, get their assignment and then either work with the teacher or on their own. Students would be able to access their teacher anytime during their class period to ask questions or seek assistance. Every teacher in every subject would be expected to create appropriate rigorous learning experiences and to be available during their assigned class scheduled time to teach and support students.

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

Elementary school days will be set up in much the same way as secondary schools with assigned age-appropriate times for all subject areas including special subject areas such as Art, Music, Library, Physical Education, etc. Movement breaks will also be included where necessary and appropriate. These special subject areas may also utilize the B.E.T.T.E.R. lesson structure and online tools (code.org, FlipGrid, Quizziz, Smithsonian, Google Tour Builder/virtual field trips, etc...) to provide educational opportunities in their content during VID days.

Sample High School Schedule:

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>A Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:22 - 8:45</td>
<td>English</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:49 - 10:12</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Period 3/Lunch</td>
<td>10:16 - 12:10</td>
<td>US History</td>
</tr>
</tbody>
</table>
The SHS schedule will be distributed to faculty and students daily, consistent with current practice.

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

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

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

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

- Google Classroom (rubric/grading)
- Mathletics
- FOSSweb
- Kahnm Academy
- Quizziz
- IXL
- iReady
- Google Forms
- EdPuzzle
- Big Ideas Math

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

Guidance on grading for report card purposes will be determined based on circumstances specific to the event leading to implementation of a distance learning plan.
g. Synchronous instructional supports for students seeking assistance:

It is recommended that staff use Google Hangouts Meet as their ‘virtual classroom’. Teachers can join their virtual classroom and be available for students to join for roll call attendance and be available to assist students in need of help with their assignments. *Teachers have the flexibility to use an established or alternate virtual learning environment in place of Google Hangouts Meet to accomplish the goals and expectations of instruction and/or attendance in a virtual or distance learning environment.*

If a Google Hangouts meeting is linked to the Google Classroom calendar, the student will be able to see that calendar in their Google Calendar. Otherwise, the teacher can post the Hangouts Meet link to the Google Classroom ‘wall’.

[Google Virtual Classroom Tutorial Video]

Google Hangouts Meet also creates a telephone conference bridge for students to dial into. Students can join the ‘virtual classroom’ for the first few minutes of each class while the teacher takes attendance, at which point they may leave the meeting to work on assignments independently, but are encouraged to jump back into the meeting to speak/chat with the teacher for assistance when needed.

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

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

Through the use of the B.E.T.T.E.R. lesson plan structure (or other appropriate lesson structure) students will be asynchronously guided through quality learning experiences with the use of a differentiated playlist. The playlist 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 leverage technology to have students participate in virtual collaborative activities and to demonstrate mastery through a variety of methods typically offered in the classroom setting.

Differentiated and modified B.E.T.T.E.R. 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/Special Education teachers) to ensure individual students are being supported in the appropriate manner.
## Exeter-West Greenwich Regional School District
### Virtual Instructional Day
#### Playlist Template

**Class:**
**Teacher:**
**Questions? Connect with your teacher: (enter Google Hangout link)**
**Google Classroom Class Code or Website:**

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Directions</th>
<th>Links and Resources</th>
<th>Completed/Submitted</th>
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<tbody>
<tr>
<td>Beginning Activity</td>
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<tr>
<td>Essential Question</td>
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<tr>
<td>Teach</td>
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<tr>
<td>Try it Out</td>
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<tr>
<td>Evaluate</td>
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<tr>
<td>Reflect</td>
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**Extend Your Learning**
3. Technology and Supports

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

EWGRSD 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 all business productivity apps, Student Information System, education platforms and support tools. Some examples are:

- G Suite Apps for Education
  - Email
  - Google Drive (Cloud Storage)
  - Access to cloud based collaborative word processing, spreadsheet, presentation, survey, webpage and drawing applications.
  - Access to Google Meet as a platform for “face to face” interactions
  - Google Classroom learning platform

- Adobe Spark, iMovie, FlipGrid, WeVideo, and SeeSaw applications to be used as video response tools for students to demonstrate mastery.

- IXL and iReady: Personalized learning platforms focused on mastery of standards in ELA/Math

- Explore Learning Gizmos: Virtual hands on learning simulator for Math and Science with built-in differentiation and support for students with learning disabilities and multilingual learners.

- Learning platforms like FOSSweb and Khan Academy will be leveraged in various subject areas to support personalized learning and accurate assessment of students.

- Google Forms, Quizizz and similar applications will be leveraged for formative assessment of standards mastery.

Hardware:

The district provides teaching staff Macbook Airs and/or Chromebooks for their teaching needs. These devices would be ideal for operating virtual classrooms from home as they are equipped with webcam and microphone.

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

**Short-term plan:** the District is currently surveying their families for information about access to devices at home, number of devices available in houses with multiple students and access to
home Wifi. Based on the results of these surveys, the district will issue loaner devices on an as-needed basis.

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

For families without home Wifi. Cox RI offers qualifying families with students in K-12 education Internet and home wifi at a highly discounted rate. The District will assist families with this need on an individual basis. According to the results of the survey at this point (3/12/20), only 1.09% (5/459 responses)

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

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

Please see the response to section 3a above.

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

Please reference our district Responsible Use Policy and Internet Filtering Policy available on the district website
e. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:

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
- iReady
- IXL
- Explore Learning Gizmos (3-12)
- Online Applications to support personalization of instruction in the classroom.
f. Technical assistance and support offered during virtual instructional days

Please see the following flow chart for technical assistance provided during VIDs:
4. Support staff during Virtual Instructional Days

During Virtual Instructional Days, the following departments will report to work virtually. Please see the following virtual tasks:

a. Administrative Assistants:
   - Staff will be able to retrieve voicemail messages remotely.
   - Voicemails for attendance need to be reviewed/recorded into the district SIS.
   - Communication (virtually using Google Hangouts) with school administrators is recommended to assist with remote facilitation.
   - Online professional development with self-guided online courses is recommended during available time. G Suite courses can be found here: [https://cloud.google.com/certification/gsuite](https://cloud.google.com/certification/gsuite)

b. Paraprofessionals:
   - For grades 6-12, many paraprofessionals already support students virtually via email. It is recommended that this continues on VIDs.
   - Online professional development with self-guided online courses is recommended during available time. Learning tracks will be provided for grade level paraprofessional duties.
   - Some paraprofessionals will be used to provide supports such as copying, preparing materials, and delivering materials directly to homes as needed.

c. Guidance:
   - Staff will be able to retrieve voicemail messages remotely.
   - Communicate with students electronically.
   - Continue with course selection/scheduling process.

d. Nursing Staff:
   - Staff will be able to retrieve voicemail messages remotely.
   - Send out reminders and notices for families to for health and safety information.
   - Outreach to families and students with Individual Health Plans.
   - Communicate with families about medications housed in the health office.

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.
   - Please see the support flow chart in section 3f.

g. Business and Finance
   - Staff will be able to retrieve voicemail messages remotely.
   - District finance department has remote access to systems responsible for HR, accounts payable and payroll.

Note: Council 94 members may be asked to volunteer for duties outside their normal work tasks and based on needs of teachers/students.
5. Food Services Plan for Virtual Instructional Days

EWG does not qualify for the Summer Meals Program. However, Aramark has agreed to prepare breakfast/lunches for students who otherwise receive free and reduced price meals. We will provide meals for any identified household members 18 years old or younger.

Under current Federal regulations, EWG/Aramark would not be reimbursed for the cost of meals because the school building is closed. A request for a waiver to this policy has been communicated to RIDE.

Families may pick up a prepackaged breakfast and/or lunch for their students each day at the designated times and location:

Metcalf Elementary School        8:00 AM - 9:00 AM
                                   11:30 AM - 1:30 PM

Families who cannot retrieve meals at this time will have the meal(s) delivered to their homes by employees of the bus company. This has been arranged with the local manager of Ocean State Transportation.