

**Remote Learning Plan
Virtual Instruction Days**

For

Foster-Glocester Regional Schools

Submitted to the

Rhode Island Department of Education on:

03/18/2020

Plan Duration:3/23/20-TBD

***To be implemented only for current COVID-19 State of Emergency School Closure ***

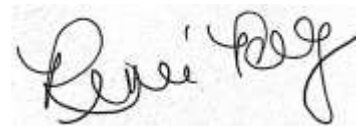
Superintendent: Michael Barnes



Assistant Superintendent: Lisa Odom-Villella



Principal: Renee Palazzo School: Ponaganset HS



Principal: Joseph Porrazzo School: Ponaganset MS



1. Culture and Management

a) **Secured stakeholder support:**

Teachers and administrators have led the work on the plan and related professional development. All administrators have signed approval of the plan. School committee members are also in support of our remote learning plan for extended state of emergencies. Northwest Special Ed has also collaborated on this plan to provide services for our IEP students.

b) **Secured local school committee approval:**

The school committee wishes to continue to cancel school due to inclement weather to be made up at the end of the school year. They support remote learning for extended days when a state of emergency has been called by the Governor of RI.

c) **Secured agreements with all bargaining units:**

Although digital learning days are different than in school learning days, FGRSD and NEAPON have worked closely to create a plan that provides meaningful education while providing support for teachers. FGRSD provides all educators with a ChromeBook or laptop to connect with students and their course content on Canvas. Teachers have time to plan, collaborate, and conference with students and colleagues while uploading lessons, resources, assignments, and assessments that support student outcomes.

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

All students and educators in grades 6-12 have a chromebook or windows laptop that supports our 1:1 instructional technology plan. The district utilizes Canvas as a learning management platform. Teachers already use Canvas to post assignments, handouts, and related resources. Students also take quizzes and assessments in Canvas as part of in-school instruction. Canvas provides a secure testing platform that prevents students from opening other browsers or screens when in the testing mode. Students will be expected to complete their daily assignments and discussion boards. There is no required seat time for students daily, they will work at their own pace to complete assignments. Due dates will be provided for each assignment and our district approved Grading Policy will be followed if students do not reach proficiency on an assessment or submit assignments late.

All classroom teachers will be expected to upload instructional videos, projects, slide decks, and/or differentiated resources to support all assignments. Students will be given daily assignments that mirror their school schedule. Classes that meet daily, will have daily assignments, those that meet every other day or once a week, will have assignments comparable to the school scheduled assignments. All teachers will hold daily "office hours" (3 hours daily) through Canvas Conferencing/Zoom/Google Hangouts to answer any student questions. The times of office hours will be posted and scheduled through Canvas. The remainder of the teacher's day will be to correct assignments, provide feedback, respond to emails, collaborate with colleagues, participate in virtual staff or department meetings, and upload daily instructional materials and assignments.

Special educators, social workers, and psychologists will also hold daily office hours (3 hours) to

support IEP goals with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Special educators are co-teachers in Canvas for classrooms that they support in the school. They are expected to provide additional resources and scaffolding to differentiate the instruction based on IEP goals and 504 Plans. Special educators, social workers, and psychologists will be expected to have contact with their caseloads 2-3 times weekly.

Special educators working with students with low incidence disabilities will address each student's program individually and develop plans based on their unique learning needs. In collaboration with general education teachers, all students to the extent possible, will participate in Canvas and other digital platforms available to all students. Accessibility features are built into our 1:1 devices and information on how to access and use them is included in the Canvas Remote Learning Course for Students and Teachers. Additionally, special educators will collaborate with the parents and/or guardians to develop a supported learning environment in the home (visuals, accessible technology, schedules, etc.). The school district will provide needed technology to support this level of collaboration and communication. Some students may be supported with additional on-line resources such as Unique Learning System and Moby Max in combination with individualized learner packages. The special educator will coordinate with other related service providers (Physical therapist, Speech pathologist, Occupational Therapist etc.) to fully implement the Individual Education Program. As appropriate, these service providers will maintain regular communication with the student and their family to accomplish this goal. Upon a return to school, IEP teams will reconvene as needed to determine if any unmet needs require compensatory services.

Technology staff (non-union) will have telesupport hours (6 hours) to help teachers, students and families with any technology issues or concerns. Families without internet service will be provided a mobile hotspot on loan from the school department in locations that have cell service. Families will also be given a list of local hotspots, including outside of our school campus. Family surveys were sent out on 3/16/20 to determine internet needs. Please see section 3 for more details about our technology support.

Administrators will be monitoring Canvas activity, providing communications, and supporting teachers and students during remote learning days. They will have daily office hours (6 hours) also posted in Canvas.

School counselors will be working on scheduling for next year, regular student conferencing, and regular virtual contact with their caseloads through email, zoom conferencing, and/or phone. School counselors will also provide resources to students such as virtual college tours as well as Individual learning plan activities and support. They will continue to provide their Comprehensive Guidance Curriculum through Canvas.

Instructional Aides will call/conference with assigned students to support the social worker and psychologist to provide assistance with 504 services, meal services and other needs. In addition, they will participate in weekly online PD sessions to support students online and when we return to in-school instruction.

e) Method for determining all staff and student attendance:

Students and teachers will be required to participate in daily class discussions and/or assignments. Class attendance will be completed every morning at 9am by classroom teachers for the previous day since students may work 24 hours as best fits their family circumstances. Attendance will be entered into Aspen. Classroom teachers are able to view student login activity and daily attendance discussion posts to determine class attendance. School attendance secretarial staff will review class attendance in Aspen to determine daily attendance that will be reported to RIDE. Students that attend 4 out of 5 classes at Ponaganset Middle School or 3 out of 4 classes at Ponaganset High School will be considered present for the day. A daily attendance report will be completed and sent to all teachers, support staff, and administrators. Teachers will contact students and parents via email if absent for 2 classes. At 3 missing class days, teachers will contact school counselors. Three or more absences will be followed up by school counselors and social workers, as needed, with parents. Administration will be notified to provide additional communications to families.

Teachers that are absent from virtual instruction days will place their attendance in Aesop and cancel office hours for that day. Teachers will still be required to upload assignments and instructional resources into Canvas similar to previous substitute plans during in-school instruction. Teachers will also notify their principal of their absence via school email.

f) Plan for the accessibility of student services:

Special educators, social workers, and psychologists will also hold office hours (3 hours) to support IEP goals and other services with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Conference logs will be completed by social workers and school psychologists .

Students who qualify for free or reduced lunch will be provided boxed lunch and breakfast for the week to be picked up on Tuesdays from 8am-11am at Ponaganset High School. FGRSD will be funding these lunches through the local budget since at this time we do not qualify for Summer Lunch Grab and Go Programs. The RI Food Bank will be donating food to help supplement the weekly meal boxes. The district will work with families that are unable to pick up food at the scheduled time. Alternate pick up or delivery times will be coordinated with Sodexo, the Business Manager, and social workers with the families in need.

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

The district utilizes School Messenger for phone and text notifications to all families, students, and staff. In addition, Canvas and Aspen (our Student Information System) has email capabilities to email student caseloads and rosters. We notify local news media through the RIBA system. Further communication can also be found on our school and district websites at fg.k12.ri.us. The Virtual instruction expectations to students and teachers will be communicated by the end of March vacation on 3/20/20. A Canvas Course: Remote Learning for Teachers has been developed by our i21 Team of teachers and administrations for all PD needed, expectations, exemplars, and resources for successful implementation of virtual instruction days. A Canvas Course: Remote Learning for Students has also been developed by our i21 Team of teachers and administrations

that supports students with expectations and resources for success. FGRSD is fortunate to have (6) i21 Instructional Technology coaches in the district that support blended and personalized learning throughout the district as part of their teaching responsibilities. They have released time to plan and provide PD as well as coach teachers. This team has stepped up to create these online courses for students and staff during this unexpected vacation week to be ready for 3/24/20 for a seamless transition to virtual learning during this state of emergency. Ongoing PD will be provided by the i21 Team and IT department during the extended school closure.

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

Canvas attendance logs and activity logs will be reviewed for engagement and participation. Canvas analytics will be reviewed to evaluate class assignments and student outcomes. Daily attendance & participation discussion prompts will be taken in Canvas. Teachers will then enter attendance into Aspen at 9am for the previous day. Daily attendance will continue to go up to RIDE for the previous day since online learning will happen all day and evening. Student grades, timeline completion, and other analytics from Canvas as well as student and staff surveys will be reviewed at the end of the virtual instruction days to evaluate the efficacy of the extended closure and shared with RIDE.

2. Curriculum and Instruction

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

Virtual Instructional will be used to maintain learning when students are not present in the actual school. FGRS district is committed to providing teachers with the necessary training and consistent support required to successfully implement a technology rich collaborative curriculum through the use of our Learning Management System (LMS), Canvas. Teachers have been and will continue to be provided with significant opportunities to learn about and share ideas related to leveraging educational technology to increase student achievement virtually. Through required early release day sessions and optional professional learning communities offered through technology instructional coordinators, participation in differentiated professional development opportunities and utilization of extensive ongoing support is an expectation for all teachers. Teachers will continue to learn to challenge their students with engaging digital instructional practices built on a foundation of access to technology tools.

Our LMS secures a digital relationship for each individual course offered in the FGRS. Courses who have enrollments of students with differentiated needs are co-taught to ensure equal access to a quality challenging curriculum.

Evidence: Canvas Digital Course for each course offering, Pre/Post Virtual Instructional Day Plan agendas for technology implementation PD, Canvas Course for teachers designed specifically to assist with implementing on-line learning. Canvas Course for Students designed specifically to assist with participating in on-line learning.

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

All faculty have been and continue to be provided ongoing professional development in the area of technology implementation to increase our capacity to provide a blended environment for all students. Google Suite platform is used as a classroom management practice for virtual environments including Google Docs, Google Sheets, Gmail, Google Forms, Google Slides. Our faculty has access to embedded technology integration support and can access on-demand training both in person and through online tutorials. Our LMS, Canvas is the platform used at FGRSD to post student assignments, facilitate discussions, and submit work. Zoom will be utilized to conduct office hours. Students regularly access Canvas on typical school days. The Google Suite tools allow for collaboration among teachers and students in a number of ways.

Evidence: The FGRSD Ed Tech Coach website,

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

Teachers will be using FGRSD designed and approved curriculum plans for all grades levels during VIDs. Virtual learning days will also leverage this time as continuous skill development for students by leveraging online platforms for all courses: Canvas conferences, NewsELA, GAFE, for mathematics: Agile Mind and enVisions and for ELA: MyPerspectives. These platforms provide personalized instruction and resources to support all students.

Educational fair use guidelines apply to material used in educational institutions and for educational purposes. "Educational purposes" are: noncommercial instruction or curriculum-based teaching to students, planned noncommercial study or investigation, or presentation of research projects.

Evidence: FGRSD teachers have and will continue to participate in, Fair Use/Copyright requirements PD utilizing [Copyright Laws for Teachers: Educational CyberPlayGround®](http://www.edu-cyberpg.com/Teachers/copyrightlaw.html) <http://www.edu-cyberpg.com/Teachers/copyrightlaw.html> for guidance and direction.

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

Threaded discussions in Canvas include infinite layers of response nesting, allowing commenters to continue responding on a single nested thread. Threaded discussions lend themselves to the refining of complex ideas. Responses and different lines of inquiry that can be quickly navigated due to its hierarchical structure. Threaded discussions may be long-standing spaces for thoughts that persist throughout an entire course.

Use a threaded discussion for multiple posts and related comments. One or more discussion leaders post a message and multiple learners comment on it with the freedom to create any number of related discussion topics and comments.

Threaded Discussions might also be used to:

- post and answer multiple related or unrelated questions
- organize results from a complex research activity
- share and iterate upon ideas shared by each student in the course
- debate the pros and cons of a single issue or multiple issues
- ask multiple questions of a single discussion leader
- refine ideas between multiple discussion leaders and multiple learners
- facilitate group discussions around multiple topics
- facilitate discussions around a discussion (fishbowl conversations)
- explore at length the feasibility of different solutions to a complex problem

e) Plan for all subject areas and student subgroups:

All classroom teachers will be expected to upload instructional videos, projects, slide decks, and/or differentiated resources to support all assignments. Students will be given daily assignments that mirror their school schedule. Classes that meet daily, will have daily assignments, those that meet every other day or once a week, will have assignments comparable to the school scheduled assignments. All teachers will hold daily “office hours” (3 hours daily) through Canvas Conferencing/Zoom/Google Hangouts to answer any student questions and provide additional instruction. The times of office hours will be posted and scheduled through Canvas. The remainder of the teacher’s day will be to correct assignments, provide feedback, respond to emails, and upload daily instructional materials and assignments. Virtual Common Planning Time, department time, and middle school team time will be scheduled weekly for teachers to collaborate and receive ongoing communications and support with colleagues and administrators.

Special educators, social workers, and psychologists will also hold daily office hours (3 hours) to support IEP goals with their student caseload. An activity log will be completed by students and special educators to document progress towards goals and assignments. Special educators are co-teachers in Canvas for classrooms that they support in the school. They will be expected to provide additional resources and scaffolding to differentiate the instruction based on IEP goals.

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

To facilitate student engagement and learning during virtual learning days we plan on developing lessons that engage students through designing lessons to meet the specific needs of all curriculums and grade levels. By utilizing specific apps and digital tools we will: set clear expectations, communicate regularly with students, provide opportunities for students to collaborate with peers, and use assessment data to guide student learning.

Student mastery will be addressed through formative assessments planned by the teacher utilizing some of the following tools:

- Canvas (our LMS)
 - Speedgrader
 - Chat
 - Discussions
 - Conferences
- Google Apps for Educators
- Screencastify
- Agile-Minds Assessments

- My-Perspectives Assessments
- Wevideo
- Kahn Academy
- Quizlet
- IXL
- Google Forms
- EdPuzzle
- NewsELA

This is a sample of our online options, teachers may use more tools based upon their personal preference and our technology team's approval.

g) Synchronous instructional supports for students seeking assistance:

Teachers will be available to all of their students through Canvas Conferences, Zoom, and Google Apps for Education. Conferences are primarily used for virtual lectures, virtual office hours, and student group collaborations, making it easy to conduct synchronous (real-time) learning for all users in a course. They also allow users to broadcast real-time audio and video, demo applications, share presentation slides, or demo online resources. Through GAFE teachers will share assignments, documents, spreadsheets, and presentations with students, the teachers and students will collaboratively edit those documents together in real-time. Collaborators on a document can view, comment on and make changes to the document. This allows teachers and students to communicate with collaborators about specific parts of any assignment or project. Many accessibility features have been made available on the student devices and are easily activated. All devices are equipped with both a microphone and a camera for use on conferences or Google Hangout Meets. Further accessibility features can be located at [Google's support site](#).

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

Through the use of the Learning Management System, Canvas, a course structure utilizing modules has been designed for all courses at FGRSD. Students will be asynchronously guided through quality learning experiences with the use of the differentiated playlist contained within these course modules. Using our district's LEADS lesson template, each lesson in the modules will guide students through learning that is typically presented in the classroom including direct instruction, guided group work, virtual collaborative activities, independent formative assessment and on-demand summative tasks. Each of these learning environments have been created and will continue to be implemented collaboratively amongst all teachers who have students assigned to the Canvas course. Case managers, reading specialists, and numeracy specialists all have access as co-teachers to any course their students are assigned. The co-teaching personalized environment allows for all students, regardless of academic level to be challenged and engaged.

3. Technology and Supports

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

FGRSD 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 Systems, 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 Zoom as a platform for “face to face” interactions
- Canvas as our learning platform
- NewsELA, GAFE, for mathematics: Agile Mind and enVisions and for ELA: MyPerspectives. These platforms provide personalized instruction and resources to support all students.

Hardware:

The district provides teaching staff Windows laptops for their teaching needs. These devices are ideal for operating virtual classrooms from home as they are equipped with a webcam and microphone.

Communication and collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and information fluency- Students apply digital tools to gather, evaluate, and use information.

Critical thinking, problem solving, and decision making- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Digital citizenship- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

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

We surveyed families for information about access to broadband internet. Based on the results of these surveys, the district is working with Kajeet to provide filter cellular internet wireless to help students connect. [Kajeet SmartSpot](#) devices offer cellular LTE data from all of the major carriers (Sprint, T-Mobiles, Verizon, and AT&T) to allow the flexibility for maximum coverage speed. We are also adding wireless coverage to all of our school parking lots and open fields. In addition, we will be providing an interactive map for students where free internet hotspots are

available in and around our district.

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

Technology staff (non-union) will have telesupport hours (6 hours) to help teachers, students and families with any technology issues or concerns. Families without internet service will be provided a mobile hotspot on loan from the school department in locations that have cell service. Families will also be given a list of local hotspots, including outside of our school campus. Family surveys were sent out on 3/16/20 to determine internet needs.

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

FGRSD ensures internet safety and security of students by following all FERPA and COPPA guidelines. An Internet/Network Acceptable Use Policy, the Students Data Privacy, and Security Policy, and Chromebook Policy have been created and adopted by our School Committee and are available to parents to review. The Technology Director is responsible for ensuring accountability for privacy laws and policies. FGRSD also uses the software Go Guardian and iBoss, which allows the district to filter Chromebooks and laptops from any location and on any device when the students log in with their FGRS account. We have established a detailed and clear Internet/Network Acceptable Use Policy for students. Students and parents must sign the Internet/Network Acceptable Use Policy document acknowledging they have read, understand, and agree to abide by the provisions contained within.

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

A Canvas Course: Remote Learning for Teachers has been developed by our i21 Team of teachers and administrations for all PD needs, expectations, exemplars, and resources for successful implementation of virtual instruction days. A Canvas Course: Remote Learning for Students has also been developed by our i21 Team of teachers and administrations that supports students with expectations and resources for success. FGRSD is fortunate to have 6 i21 Instructional Technology coaches in the district that support blended and personalized learning throughout the district as part of their teaching responsibilities to support teachers, students, and parents. The IT Department will also be available for tech support by appointment to help with device or software needs.

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

FGRSD Technology Staff will be providing technical support in these various ways:

TEACHERS

(1) Teachers can request support through our **phone support hotline** which can help triage and identify what type of problem the end user is experiencing.

(2) The person(s) managing the hotline will be able to identify whether the problem is software or hardware related and **pass the call to our level-2** technical support personnel.

(3) Level-2 Support personnel will take the call to troubleshoot and try to fix the issue.

(4) If at the conclusion, the problem is device-related and can't be fixed remotely. A spare device will be made available for pickup at our high school.

STUDENTS

(1) Students can request support through our **phone support hotline** which can help triage and identify what type of problem the end user is experiencing.

(2) The person(s) managing the hotline will be able to identify whether the problem is software or hardware related and will **schedule a callback** from our level-2 technical support personnel.

(3) Level-2 Support personnel will follow-up to troubleshoot and remedy with the end user.

(4) If at the conclusion, the problem is device-related and can't be fixed remotely. A spare device will be made available for pickup at our high school on scheduled days.

Appendix:

Plan Submission Process

1. The Local Education Authority (LEA) completes a plan including all components described in the accompanying guidance. Plans may be submitted at any time during the year to info@ride.ri.gov.
2. RIDE provides confirmation of receipt of the plan and will notify the LEA of any additional information needed prior to review of the application.
3. The RIDE team reviews the application and provides feedback regarding the status of the application.
4. Approved applications are placed on the next available Council agenda for final approval.

Virtual Instructional Day Application Review Rubric

The following rubric is used to review each element of Virtual Instructional Day Plans. LEA plans must receive five out of six possible points on the rubric to be considered for approval by the Council on Elementary and Secondary Education.

Score: /6

Culture and Management	No Evidence	<ul style="list-style-type: none"> • General comments only • Incomplete detail on stakeholder support, school committee approval and bargaining unit members • Plans and protocols are not articulated clearly 	<ul style="list-style-type: none"> • Clear articulation of protocols and plans • All documents signed by appropriate parties • Specificity provided
Scoring	0	1	2
Curriculum and Instruction	No Evidence	<ul style="list-style-type: none"> • General comments only • Incomplete detail on curriculum, professional development, planning and rigor 	<ul style="list-style-type: none"> • Clear articulation of expectations related to curriculum, professional development and rigor
Scoring	0	1	2
Technology and Supports	No Evidence	<ul style="list-style-type: none"> • General comments only • Incomplete detail on technology access and support • Incomplete acceptable use policies and security of students • Insufficient detail relating to technology training for staff, parents and students • Incomplete evidence of equitable offline options for teachers and students 	<ul style="list-style-type: none"> • Clear articulation of technology, access and support • Acceptable use policy and procedures • Clear measures of internet safety and security of students • Clear indication of technology training to staff, parents and students • Clear plans for equitable offline options for teachers and students
Scoring	0	1	2