

Distance/Virtual Instructional Day Learning Plan

For



North Providence Schools

Submitted to the

Rhode Island Department of Education on:

September, 2025

Plan Duration: 2025-2026

Superintendent: Joseph B. Goho

Joseph B. Goho 10-7-2025
Signature / Date

Assistant Superintendent: Louise K. Seitsinger

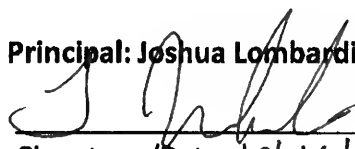
Louise K. Seitsinger 10/17/2025
Signature / Date

Principal: Alicia Lisi, School: McGuire Elementary
School

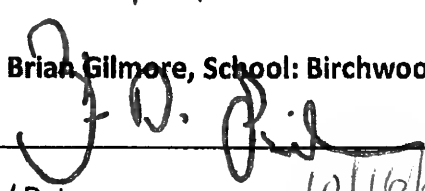
Alicia E. Lisi 10/17/25

Signature / Date

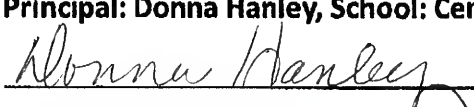
Principal: Joshua Lombardi, School: Whelan Elementary School


Signature / Date 10/16/2025

Principal: Brian Gilmore, School: Birchwood Middle School


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Principal: Donna Hanley, School: Centredale Elementary School


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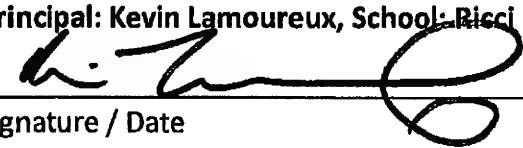
Principal(Interim): Lorraine Moschella, Lori DeSimone School: Greystone Elementary School

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Signature / Date 10/16/25 / 10/17/25

Principal: Christen Magill, School: North Providence High School


Signature / Date 10/9/25

Principal: Kevin Lamoureux, School: Ricci Middle School


Signature / Date 10/7/25

Principal: Anthony Pacitto, School: Stephen Olney Elementary School

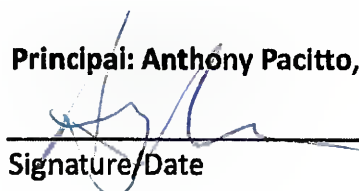

Signature / Date 10/16/2025

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Virtual Instructional Day Plan Checklist

The following components must be included in the Virtual Instructional Day Plan along with supporting evidence. The maximum number of virtual instructional days approved is limited to five per school year.

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

1. Culture and Management	 Narrative Included	 Evidence Included*
a) Secured stakeholder support		1.a
b) Secured local school committee approval		1.b
c) Secured agreements with all bargaining units		1.c
d) Plan for participation in virtual instructional days including communication to staff, students, and parents		1.d
e) Method for determining all staff and student attendance		1.e
f) Plan for the accessibility of student services		1.f
g) Defined protocols for instituting and communicating the virtual instructional day occurrence		1.g
h) Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.		1.h
2. Curriculum and Instruction	 Narrative Included	 Evidence Included*
a) Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness		2.a
b) Professional development on instructional and classroom management practices for virtual environments		2.b
c) Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements		2.c
d) Instructional exemplars constructed to progress student learning in support of course objectives		2.d

e) <i>Plan for all subject areas and student subgroups</i>		2.e
f) <i>Plan for at least three cumulative hours of synchronous instruction</i>		2.f
g.) <i>Tools to facilitate assessments to ensure student engagement and mastery</i>		2.g
h) <i>Plan to provide synchronous instructional supports for students seeking assistance</i>		2.h
i) <i>Demonstration of comparable levels of rigor between online and offline instruction.</i>		2.i
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
3. Technology and Supports	 Narrative Included	 Evidence Included*
a) <i>Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days</i>		3.a
b) <i>Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources</i>		3.b
c) <i>Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days</i>		3.c
d) <i>Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources</i>		3.d
e) <i>Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources</i>		3.e
f) <i>Technical assistance and support offered during virtual Instructional days</i>		3.f

1. Culture and Management

Culture and Management	Key evidence	Scoring
	- General comments only - Incomplete dated on stakeholder support, school committee approval and bargaining unit members - Plans and protocols not articulated clearly	- Clear articulation of protocols and plan - All documents signed by appropriate parties - Specificity provided

a) Secured stakeholder support:

The support of stakeholders will be obtained through surveys, school committee updates, guidance documents, and subcommittee development. All stakeholders - parents, staff, and administration will be sent surveys to gauge support. At this point in the process, support for Virtual Instructional Days is overwhelmingly positive.

Evidence: 1a 1. Survey Results Attached

<https://docs.google.com/forms/d/11WgqZNc6MbSySKqGMBbkDBKacuF5vZofRsLmV9clqEQ/edit#responses>

b) Secured local school committee approval:

This plan will be presented to the North Providence School Committee at a near-future School Committee Meeting.

Evidence:

1b 1. School Committee Agenda (TBD)

1b 2. Virtual Instructional Days School Committee Approval (TBD)

c) Secured agreements with all bargaining units:

Conversations with the NP Teachers' Union President as well as the 1033 Union President took place with the Superintendent. We are positive that a fair, equitable, and appropriate agreement will take place with both bargaining units. We will submit those agreements and add them to this plan asap.

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

It should be noted that this plan supports all models of Distance/Virtual Learning - Full DL, Partial and/or Limited. Distance/Virtual Instructional Days will be used to maintain the momentum of learning, minimizing the interruptions caused by emergency/inclement weather days. Providing opportunities for virtual instruction not only supports the district's ongoing focus on integrating technology into instruction but also provides more effective instruction than days that are added to the end of the school year.

When necessary due to emergency/inclement weather, students will not report to school but will engage in learning activities using digital resources and/or paper-based assignments made available to them before the beginning of the out of school time or digitally. Students will engage with all classes scheduled on that day (including specials.) Students complete work according to a typical schedule and individual ability. However, there will be a **schedule at all levels with a minimum of 3 hours Synchronous learning balanced with Asynchronous learning.** [Synchronous versus Asynchronous](#)

The plan for Virtual Instructional Days implementation was established by a committee as a joint effort between administration and staff. The plan for participation in Virtual Instructional Days will be communicated to staff, students, and parents through multiple means including a Teaching and Learning Document, Frequently Asked Questions document for parents and students and an Employee Guidance Document for faculty and staff. Inclement weather cancellations/emergency closure and the announcement of a Virtual Instructional Day(s) will be relayed through the school's notification phone & email system, district website, and local TV/radio stations.

The Employee Guidance Document outlines the district's goals for the Virtual Instruction Days, employee responsibilities, how employees will be notified and contains links to support and training resources to ensure that all virtual instructional lessons and assignments are closely aligned with the articulated curriculum, instructional rubrics, and unit plans.

The Frequently Asked Questions document provides detail on what a Virtual Instruction Day is as well as guidance for students and parents for how they will access assignments, communicate with their teachers, get technical assistance, and the policies regarding due dates and how to submit work. Links to help parents understand our Google Apps for Education are provided as well.

Evidence:

1 d 1. Employee Guidance Document – North Providence Virtual Instructional Days

1 d 2. Frequently Asked Questions (FAQ) – North Providence Virtual Instructional Day

e) Method for determining all staff and student attendance:

In order to determine attendance for all staff, a Google Form will be sent out on a Virtual Instructional Day(s). Teachers will communicate with students, co-teachers, and administrators throughout the day via email, utilizing collaborative documents and/or video conferencing. Attendance will be taken per RIDE's recommendation: at the start of a lesson, or learning unit during synchronous instruction and learning activities; or beginning of each class period at MS/HS

Certified Staff members are expected to work from home on Virtual Instructional Days from 8:30 A.M. to – 2:30 P.M.

Instructional Assistants Instructional Assistants will be supporting instructional practices as directed by Building Level Administrators.

Accountability for students will rely on the submission and assessment of work. Teachers will assess the student's work and determine if the student has met the instructional goals for the day. The actual amount of time online is less important than the work produced and/or created by the student to demonstrate learning and mastery of learning targets.

Evidence:

1 e 1. Employee Guidance Document – North Providence Virtual Instructional Day 1 e 2. Frequently Asked Questions (FAQ) – North Providence Virtual Instructional Day

f) Plan for the accessibility of student services:

Instruction will be provided through Google Classroom/Google Suite. All teachers, including itinerants and special educators, will develop and implement standards-based lessons for Virtual Instructional Days. Service providers and teachers will ensure that individual supports, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are available. Special Educators will make the necessary accommodations and modifications for students with IEPs. Accommodations may include changes in the following: presentation of a lesson, instructional strategies, student response format and procedures, time/scheduling, and/or assignment structure. Modifications are the changes made to provide a student with opportunities to participate meaningfully and productively. Modifications may include changes in instructional level, content/curriculum, and/or performance criteria.

Accessibility features are built into our devices (if the student has one of our school district Chromebooks at home) and information on how to access and use them is included in both our Employee Guidance Document and our Frequently Asked Questions Document. Parents and students may contact their teachers through email,

We are aware that some students, the ones with the most significant disabilities, may require alternate plans. For the students who are not able to participate in the virtual instruction due to the severity of their needs, families will be contacted by their child's case manager to discuss compensatory services if needed. Upon returning to school each case manager will contact those IEP students that will require compensatory services and explain the program to include dates and times.

Evidence:

1 f 1. Employee Guidance Document – North Providence Virtual Instructional Days

1 f 2. Frequently Asked Questions (FAQ) – North Providence Virtual Instructional Day

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

Inclement weather cancellations and announcements of a Virtual Instructional Day(s) will be relayed through the school's notification phone & email system, district website, and local TV/radio stations.

Evidence:

1 g 1. Frequently Asked Questions (FAQ) – North Providence Virtual Instructional Day

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

The process for monitoring the implementation and evaluation of the efficacy of Virtual Instruction Days will be completed by the Virtual Instruction Day Committee. After a Virtual Instruction Day(s) - (at the conclusion of each year as well) the committee sends surveys to students, parents, and teachers to gauge the response to the systems and structures in place and to solicit suggestions for improvement. Once this information is collected, the committee will meet in order to identify any areas of concern and to develop a plan to address such areas. Results will be shared with the Rhode Island Department of Education through an emailed report by June 15th of the current school year.

Evidence:

1 h 1. Virtual Instructional Days Committee membership roster (TBD)

Curriculum and Instruction

Curriculum and Instruction	No evidence	- General comments only - Incomplete detail of curriculum, professional development planning, and rigor	Clear articulation of expectations related to curriculum, professional development, and rigor
Scoring			

a) LEA provides professional development on curriculum design for asynchronous instruction that considers developmental appropriateness.

[Grades K - 5 Suggested Distance/Virtual Learning Schedule](#)

[Grades K - 5 Distance/Virtual Learning Roles/Responsibilities/Expectations](#)

[Secondary Grades - Examples of Full and Hybrid Distance/Virtual Learning Schedules](#)

[Secondary Grades - Distance/Virtual Learning - Roles/Responsibilities/Expectations](#)

[North Providence Distance/Virtual Learning Teacher Expectations](#)

[Elementary SEL Check-In - using Mood Meter from RULER program](#)

[Middle School SEL Check-In](#)

[NPHS SEL Check-In](#)

[Thursday's Teaching and Learning Tidbit - Distance Learning Focus 2025 -26](#)

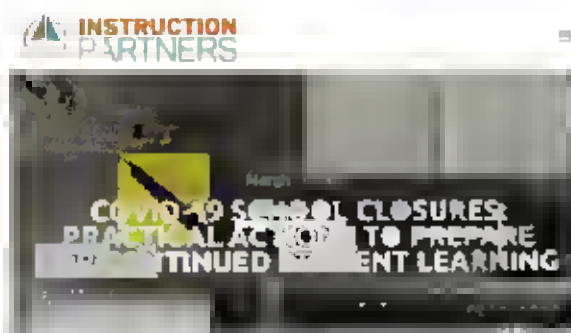
[Synchronous versus Asynchronous](#)

Virtual Instructional Days will be used to maintain the momentum of learning, minimizing the interruptions caused by closing due to inclement weather or other emergencies. Providing opportunities for virtual instruction not only supports the district's goal of integrating technology into instruction but also provides more effective instruction than on days that are added to the end of the school year. All faculty will be provided professional development to ensure asynchronous instruction that considers developmental appropriateness. All lessons/assignments are standard-based with an identified objective, clear lesson description, and detailed student product description.

North Providence is a 1:1 Chromebook district for Grades K -12 and our instructional resources and practices have expanded to tightly integrate the use of technology. Currently, North Providence students do take Chromebooks home so they may have consistent access to all digital resources, communication resources, and engagement with teachers and peers.

While our K-2 students regularly use online resources and programs in school and at home for homework, skill practice, and enrichment activities, they will continue to be encouraged to use technology to satisfy any emergency day curriculum requirements in a balanced synchronous/asynchronous approach.

Virtual Instruction Models will be adapted from the Instruction Partners Planning Guide developed "COVID-19 SCHOOL CLOSURES: PRACTICAL ACTIONS TO PREPARE FOR CONTINUED STUDENT LEARNING"



Virtual Instructional Models
([Instruction Partners Planning Guide](#))

Multiple approaches will be used to deliver virtual instruction depending on the grade level.

Analog Model: Grades K-1

- Hard copy textbooks, workbooks, and/or work packets combined with blended online resources. Since our distance learning experiences have increased, our students are now more experienced with this type of learning, so it will continue to be encouraged.
- Activities will mirror the activities that are done on a daily basis in the classroom (literacy block -word/phonics work, writing, reading, math, social studies, and science)
- Teachers will email or make individual calls (phone calls) to students to check in on work
- Teachers maintain records of student completion of work independently at the end of the day
- Online resources will be made available and encouraged to be utilized as well as similar experiences in school. Online resources include Wonders2020, Reveal Math, Amplify Science, Keyboarding Without Tears, I-Ready, and Intervention Lexia Groups.

Hybrid Model: Grades 2-5

- Instructional delivery will include digital platforms that are currently in use at these grade levels such as our ELA program Wonders2020, Reveal Math, Amplify Science, Keyboarding Without Tears, Lexia, I-Ready, and Khan Academy instructional videos customized using EdPuzzle. Students will also have access to online textbooks (Wonders 2020, Reveal Math, Amplify). Teachers and students have experience using these district-vetted resources and platforms.
 - Students submit homework/classwork to their teachers through a variety of channels (most submissions will be through **Google Classroom/Class Dojo**)
 - Teachers track and record student completion and mastery (i.e. daily grade) through Google Classroom and our district SIS SKYWARD
 - Teachers interact with students through Google Classroom using the messaging function as well as the class stream. Collaboration and feedback are an integral part of using G Suite for Education's shared document features. Students can communicate with each other this way as well.
 - Teachers check in one-on-one with a caseload of students or students who were not able to join the class through various channels (e.g. phone) to review their homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing

Digital Model: Grades 6-12

- Instructional delivery methods will include district-approved and purchased and open source digital platforms that are currently in use at these grade levels such as : I-Ready (6-8), Amplify Science, Studysync, Reveal Math, Project Lead the Way

(online curriculum), and Khan Academy instructional videos. Students will also have access to online textbooks. Teachers and students have experience using these district-vetted resources and platforms.

- Students submit homework/classwork to their teachers through a variety of channels (most submissions will be through **Google Classroom**)
- Teachers track and record student completion and mastery (i.e. daily grade) through Google Classroom and our district SIS SKYWARD.
- Teachers interact with students through **Google Classroom** using the messaging function as well as the class stream. Collaboration and feedback are an integral part of using G Suite for Education's shared document features. Students can communicate with each other this way as well.
- Teachers check in one-on-one with a caseload of students or students who were not able to join the class through various channels (e.g. phone) to review their homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing

Evidence:

- 2 a 1. Lesson/Assignment Template (5 E Template) [Designing an Online Lesson Using the 5Es 5 E Lesson Template for Teachers 5Es Online Lesson Template](#)
- 2 a 2. Professional Development Day Agenda (August 29, 2017) [August 29, 2017 Professional Development Day Presentation \(August 28, 2018\)](#) [August 28, 2018 Professional Development Day](#)
- 2 a 3. Employee Guidance Document North Providence Virtual Instructional Days

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 Google Suite platform as a classroom management practice for virtual environments. Our faculty has access to embedded technology integration support and can access on-demand training both in-person and through online tutorials. Google Suite is the platform used in grades 3-12 to post student assignments, facilitate discussions, and submit work. Students regularly access Google Suite on typical school days. The Google Suite allows for collaboration among teachers and students in a number of ways:

- Google Classroom: Provides up to the minute information for both students and teachers. Teachers use this product to post information, resources, and assignments. Due dates, rubrics, examples of high-quality work, grading, and feedback are easily provided to students. Teachers can also create announcements and post questions for input from the whole class. Students

can see all resources and assignments, send comments and messages to their teacher, access and turn in work, revise and resubmit, and receive timely feedback as well as see grades.

- Google Documents, Slides, Sheets, and Drawings allow users to “share” their work and multiple users can be in the same document, spreadsheet, slide deck, or drawing at the same time collaborating on creating content. Teachers can see students work as it is being done and add comments to guide students toward success and offer support. Teachers can also limit sharing so that only they and the individual student can collaborate.
- Google Forms can be used by teachers to create quizzes, review and study guides, and to collect input from students.
- All students have school-issued emails and drive space as well.

Evidence:

2 b 1. Employee Guidance Document North Providence Virtual Instructional Days

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

All faculty have been provided professional development on creating a curriculum that is appropriate and meets the copyright requirements. “Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use.” <https://www.copyright.gov/fair-use/more-info.html>

Evidence:

2 c 1. Employee Guidance Document North Providence Virtual Instructional Days

2 c 2. Professional Development Day Agenda (August 29, 2017)August 29, 2017 Professional Development Day Presentation_(August 28, 2018) [August 28, 2018 Professional Development Day](#)

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

All curriculum, instructional rubrics, unit plans are available to all faculty, staff, and school community via the district curriculum website. Each curriculum has

articulated standards and rubrics. All virtual instructional lessons and assignments are tightly aligned with the articulated curriculum, instructional rubrics, and unit plans. Further, Google Classroom allows teachers and students to communicate freely, exchange work, collaborate, and explain as needed. Students are very familiar with how teachers use Google Classroom to post assignments and reference documents such as rubrics and class expectations.

Evidence: (Our curriculum documents are always being revised and updated on a yearly basis based on our student data and HQ resources.)

*2 d 1. Employee Guidance Document North Providence Virtual
Instructional Days 2 d 2. NPSD Schools Curriculum
[Elementary Curriculum Grades K -12](#)*

[Middle School Curriculum Grades 6-8](#)

[High School Curriculum Grades 9-12](#)

[Elementary Health Curriculum Grades K - 5](#)

[Health/PE - Secondary Grades 6-12](#)

[Music Curriculum/Fine Arts Grades K -12](#)

e) Plan for all subject areas and student subgroups

All teachers, including itinerants and special educators, will develop standards-based lessons for implementation on Virtual Instructional Days. Service providers and teachers will ensure individual support, services, and accommodations for students with an Individual Education Program (IEP), Multilingual Learner (MLL), Individual Learning Plan (ILP), or a Section 504 Plan.

The use of Google Classroom allows multiple teachers to individualize assignments and communicate with individual students when appropriate rather than the whole class. We are aware that some students, the ones with the most significant disabilities, may require alternate plans.

We are aware that some students, the ones with the most significant disabilities, may require alternate plans. For the students who are not able to participate in the virtual instruction due to the severity of their needs, families will be contacted by their child's case manager to discuss compensatory services if needed. Upon returning to school each case manager will contact those IEP students that will require compensatory services and explain the program to include dates and times.

Evidence:

2 e 1. Employee Guidance Document North Providence Virtual Instructional Days

f) Plan for at least three cumulative hours of synchronous instruction

[Grades K - 5 Suggested Distance/Virtual Learning Schedule](#)

[Grades K - 5 Distance/Virtual Learning Roles/Responsibilities/Expectations](#)

[Secondary Grades - Examples of Full and Hybrid Distance/Virtual Learning Schedules](#)

[Secondary Grades - Distance/Virtual Learning - Roles/Responsibilities/Expectations](#)

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[NPHS SEL Check-In](#)

[Thursday's Teaching and Learning Tidbit - Distance Learning Focus 2025 -26](#)

[Synchronous versus Asynchronous](#)

Please see information under letter **a.** of the curriculum section. ***The expectation for distance/virtual learning days is 3 total hours of Synchronous learning balanced with Asynchronous learning.*** This is explained in the documents as listed above.

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

Accountability for students will rely on the submission and assessment of work. Teachers will assess student work and determine if the student has met the instructional goals for the day. The actual amount of time online is less important than the work produced and/or created by the student to demonstrate learning and mastery of learning targets. Teachers continue to use district common rubrics for assessment and feedback purposes. Google Classroom is the central hub for distribution and collection of assessments and for providing feedback on progress toward mastery.

Evidence:

h) Synchronous instructional supports for students seeking assistance:

Teachers will be available to all of their students through email and online within Google Classroom and the collaboration features in Google apps. Using Google Classroom, teachers will share assignments, documents, spreadsheets, and presentations with students, and 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 a document without having to send an email or message them. Teachers add notes, suggestions, or questions for students in the document. Comments are an excellent way for teachers to add specific notes for the author/student who wrote the file. Video conferencing is a technology that allows users in different locations to hold face-to-face meetings without having to move to a single location together. Teachers and students may participate in Google Hangouts/video conferencing. Google Hangouts is a platform for video calls/video conferences that allows up to 250 students to participate simultaneously.

If a student is in need of additional assistance or has general questions and/or concerns, students/parents may request an individual video call with the classroom teacher. Accessibility features are available on a Chromebook and are easily activated. All Chromebooks are equipped with both a microphone and a camera. See specific instructions at [Google's support site.](#)

Evidence:

2 g 1. Frequently Asked Questions (FAQ) - North Providence Virtual Instructional Day

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

North Providence faculty and staff will continue to be provided professional development focusing on Virtual Instruction Days. Faculty have been given criteria as well as Virtual Instructional Days guidelines that ensure the levels of rigor between online and offline instruction. North Providence Public Schools bases all curriculum materials and lessons on grade-appropriate Common Core State Standards. An effective virtual instructional experience will align with the standards being taught at that particular grade level and for the specific content area and:

1. Provide students with modeling/demonstration material (i.e. video, podcast presentation, reading assignment, website module.)
2. Ask students to recall what they have learned, this portion of the lesson shows that a student actively participated in the previous step.
3. Require that students apply what they have learned with a high-level; thinking activity. This type of problem-solving activity incorporates critical thinking and independent thought.

Evidence:

2 h 1. Employee Guidance Document North Providence Virtual Instructional Days 2 h 2. 5 E Lesson/Assignment Template [Designing an Online Lesson Using the 5Es 5 E Lesson Template for Teachers](#) 5Es Online Lesson Template

2 h 3. Professional Development Day Agenda (August 29, 2017 August 29, 2017 Professional Development Day Presentation_) (August 28, 2018) [August 28, 2018 Professional Development Day](#)

j) Articulation of expectations for curriculum and instruction for programs of study requiring in-person instruction – e.g., CTE, WBL, NPSE

Please see letter **a** under curriculum. The expectation of our CTE, WBL, P-Tech remains the same as our other students with our teachers. Students will be connected through their Chromebooks or personal devices. Please see [Secondary Grades - Examples of Full and Hybrid Distance/Virtual Learning Schedules](#) [Secondary Grades - Distance/Virtual Learning - Roles/Responsibilities/Expectations](#) Students will be learning for a total of 3 hours Synchronously with a balance of Asynchronous learning.

Digital Model: Grades 6-12

- Instructional delivery methods will include district-approved and purchased and open source digital platforms that are currently in use at these grade levels such as : Achieve3000, IXL, Amplify Science, Studysync, Reveal Math, Project Lead the Way (online curriculum), and Khan Academy instructional videos. Students will also have access to online textbooks. Teachers and students have experience using these district-vetted resources and platforms.
- Students submit homework/classwork to their teachers through a variety of channels (most submissions will be through **Google Classroom**)

- Teachers track and record student completion and mastery (i.e. daily grade) through Google Classroom and our district SIS SKYWARD.
- Teachers interact with students through **Google Classroom** using the messaging function as well as the class stream. Collaboration and feedback are an integral part of using G Suite for Education's shared document features. Students can communicate with each other this way as well.
- Teachers check in one-on-one with a caseload of students or students who were not able to join the class through various channels (e.g. phone) to review their homework, talk through hard questions, prepare them for the next set of assignments, and ensure they are still progressing

Evidence:

- *2 a 1. Lesson/Assignment Template (5 E Template) [Designing an Online Lesson Using the 5Es 5 E Lesson Template for Teachers 5Es Online Lesson Template](#)*

3. Technology and Supports

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

North Providence Schools has established an acceptable use and Chromebook policy to outline their commitment to complete access to online learning services and resources through providing chromebooks for student use at school and at home. This policy outlines what is provided for students, as well as expectations for care and use of the resources provided, digital citizenship expectations and (If applicable for students who may need Chromebooks at home - information on obtaining insurance for the chromebook supplied to the student.) Teachers use Google Suite and Google Classroom in daily classroom management and resources.

Investment in additional online applications and resources designed to support all ages and all content areas is ongoing. In addition, we have our Passive Consent information for parents [Passive Consent Information for Parents](#)

USE OF TECHNOLOGY INFORMATION TO PARENTS AND GUARDIANS

Evidence:

- *3 a 1. Chromebook Usage Expectations Policy [Chromebook Usage Expectations Policy](#)*

3 a 2. Procedures Chromebook Responsibility Agreement [Chromebook Responsibility Agreement](#)

3 a 3. Acceptable Use Policy [Student Acceptable Use Policy](#) [Staff Acceptable Use Policy](#)

3 a 4. Passive Consent for Parents [Passive Consent Information for Parents](#)

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

We have sent out surveys to families in North Providence to determine if they have home internet access. North Providence Schools has provided access to the internet with hotspots when needed. Principals consistently communicate with families if there are any technology needs in regards to internet access and our technology team responds in an efficient and effective manner. Simply providing hardware and filtering cannot overcome a lack of access to an internet connection. This issue is addressed in two ways. When emergency closure is announced ahead of time, users who are able to take devices home can download files onto their Chromebooks before leaving school and then work offline and sync when they return to school. All students will have the option to complete printed assignments that are similar, if not the same as, the virtual lessons. In addition, the district's Virtual Instructional Day Policy allows work to be completed and turned in within a flexible model. Whether internet access is temporarily unavailable due to weather conditions or the internet is unavailable from home, North Providence students and teachers will be able to continue working.

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

During Virtual Instruction Days, students will be supported by both teachers and special educators. Individual support, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are reviewed, discussed, and agreed upon at the student's annual meeting, a Section 504 meeting, or general education plan meeting.

All North Providence students have access to a number of technical solutions required for modification and/or accommodations during Virtual Instruction Days via accessibility features built-in on Chromebooks and other computer devices such

as on-screen keyboards, enlarged fonts, audio, etc. Chrome users have access to apps and extensions such as Read and Write for Google Chrome, Equatio, text to speech tools, zoom tools, and Google Translate are available for accessibility use.

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

North Providence Schools employs measures to ensure internet safety and security of students accessing school services and resources. NP Schools follows all FERPA, CIPA, and COPPA standards. An **Internet/Network Acceptable Use Policy**, the **School Internet Filtering Policy**, and **Chromebook Policies** have been created and adopted by our School Committee and is available to parents to review. The Technology Director is responsible for ensuring accountability for privacy laws and policies. North Providence Schools also uses the program IBoss Content Filter, which allows the district to filter Chromebooks from any location and on any device when the students log in with their North Providence School account. North Providence School District has 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.

Evidence:

3.d 1. Acceptable Use Policy [Student Acceptable Use Policy](#) [Staff Acceptable Use Policy](#)

3. d 2. School Internet Filtering Policy [School Internet Filtering Policy](#)

3. d 3. Chromebook Usage Expectations Policy [Chromebook Usage Expectations Policy](#)

3. d 4. Procedures Chromebook Responsibility Agreement [Chromebook Responsibility Agreement](#)

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

All NP staff has had and will continue to have ongoing professional development on the use of technology in education. The specific hardware and software solutions chosen by our district for daily use in the classroom and throughout the district are the same ones that will be used during a virtual instructional day. No special training will be needed for our staff to be able to create virtual content, communicate remotely, locate high-quality resources, or collaborate with students as these skills are currently practiced daily. Likewise, our students engage in the use of online services and resources regularly as they are an integral part of our curriculum throughout the district. Parents will have support in understanding how to access and use online services and resources through our Virtual Instruction resources and the learning links. A support email address will also be posted for additional support and to answer any questions during the virtual instructional day.

Evidence:

3 e 1. Frequently Asked Questions (FAQ) - North Providence Virtual Instructional Day

3 e 2. Employee Guidance Document North Providence Virtual Instructional Days

f) Technical assistance and support offered during virtual Instructional days

During virtual instructional days, students, parents, and teachers will be able to access the same level of help students have available during a regular school day via an email address to their teacher and/or principal.

Evidence

3 f 1. Frequently Asked Questions (FAQ) –North Providence Virtual Instructional Day

Employee Guidance Document

Overview

In 2017, Governor Gina Raimondo signed a bill into law that allows districts to submit detailed plans for their schools to conduct instruction through virtual education when schools have been closed due to inclement weather or other emergencies.

North Providence Schools may use Virtual Instructional Days during emergency or inclement weather for a maximum of three days (or more) per Rhode Island

Department of Education guidance. Virtual Instructional Days will be announced in a similar manner that school closing/delays are announced. Keep in mind that not all snow/closure days will be Virtual Instructional Days. The maximum number of Virtual Instructional Days that may be used in any given school year is three (subject to change). District administration will decide if/when Virtual Instructional Days will occur.

North Providence Public Schools has invested in a technology infrastructure over the last five years that supports the integration of technology into instruction, leveraging the technology to expand the classroom. Technology has allowed us to improve our capability to deliver high quality instruction that reflects the rapidly changing world our children face requiring new skills.

Virtual Instruction can provide individualized instruction that focuses on mastery, as well as additional opportunities and course offerings to students. North Providence Schools has been exploring online instruction to varying degrees with success and currently uses online credit recovery, alternate education online classes and blended learning instruction. It is our hope that the Virtual Instructional Days will provide our students with an online experience that will be the foundation to future growth and success

North Providence Schools Virtual Instructional Goal

Virtual Instructional Days will be used to maintain the momentum of learning, minimizing the interruptions caused by emergency days. Providing opportunities for virtual instruction not only supports the district's goal of integrating technology into instruction but also provides more effective instruction than days added to the end of the school year.

Employee Hours

- ★ Certified Staff members are expected to work from home on Virtual Instructional Days from 8:30 A.M. to – 2:30 P.M.
- ★ Instructional Assistants/Paraprofessionals will be expected to work virtually for their contractual daily time. This time may be adjusted by the Building Principal.

Student Assistance/Teacher Availability

Teachers will be available via their npsd.us email directly from Google Classroom or any other email product. Google Classroom will be the platform used in grades K-12 to post student assignments, facilitate discussions, and submit work. If students need technical assistance or have general technical questions and/or concerns, they may e-mail their classroom teacher and/or principal.

Special Educators will make the necessary accommodations and modifications for students with IEPs. Accommodations may include changes in the following: presentation of a lesson, instructional strategies, student response format and procedures, time/scheduling, and/or assignment structure. Modifications are the changes made to provide a student with opportunities to participate meaningfully and productively. Modifications may include changes in: instructional level, content/curriculum, and/or performance criteria.

Accessibility features are available on a Chromebook and are easily activated. All Chromebooks are equipped with both a microphone and a camera. See specific instructions at [Google's support site](#).

Employee Notification of Virtual Instructional Days

Inclement weather cancellations and announcements of a Virtual Instructional Day will be relayed through the school's notification phone & email system, district website, and local TV/radio stations.

Professional Development

All teachers will be provided annual Virtual Instructional Professional Development. Professional development will ensure asynchronous instruction that considers developmental appropriateness. All lessons/assignments are to be standards-based with an identified objective, clear lesson description, and detailed student product description. Lessons and academic tasks are to demonstrate comparable levels of rigor between online and offline instruction. The PD will include access to support using Google Classroom platform as a classroom management practice for virtual environments as well as time for collaboration among colleagues to develop and refine virtual content. Google Classroom/Google Suite will be used in grades 3-12 to post student assignments, facilitate discussions, and submit work. It is to be noted that students regularly access Google Classroom on typical school days. Any teacher that has questions about utilizing Google Classroom may contact their school principal for assistance. For more information, go to

- Google Classroom Overview as a Tool:
<https://www.youtube.com/watch?v=0DCOe9v9CuM>
- Online PD for Google Classroom: [Google Classroom for Professional Development](#)

Fair Use and Copyright Requirements

All faculty must continually adhere to Fair Use and Copyright Requirements. The Virtual Instructional assignment and lessons are no exception. “Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use.” [U.S. Copyright Office Fair Use Index](#)

Virtual Instructional Lessons and Assignments

All virtual instructional lessons and assignments are to be tightly aligned with the articulated curriculum, instructional rubrics, and unit plans. The level of academic rigor must be comparable to offline instruction. Accountability for students will rely on submissions and assessment of work. Teachers will assess the student’s work and determine if the student has met the instructional goals for the day. The actual amount of time online is less important than the work produced and/or created by the student to demonstrate learning and mastery of learning targets. An effective virtual instructional experience will:

1) Provide students with modeling/demonstration/guidance material (i.e. video, podcast presentation, reading assignment, website module, exemplar.) 2) Ask students to recall what they have learned, this portion of the lesson shows that the student actively participated in the previous step. And 3)

Students apply what they have learned with a high-level; thinking activity. This type of problem solving activity incorporates critical thinking and independent thought.

If the Virtual Instructional Day is announced or acknowledged to be likely before students leave school, students can open the files they need while in school, work on them offline at home, and the changes will sync when they return to school. Students without internet connection have the opportunity to complete work over the five days

following the return to school, allowing students to make arrangements to use the after-school open computer labs. Some “paper-based” options will also be available to early elementary students, when appropriate.

All student subgroups are to be planned for and differentiation strategies will be used. Individual supports, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are to be reviewed, discussed, and agreed upon at the student’s annual meeting, a Section 504 meeting, or general education plan meeting. All students will be provided access to instruction in all subject areas.

Accessibility features are available on a Chromebook and are easily activated. All Chromebooks are equipped with both a microphone and a camera. See specific instructions at [Google’s support site](#).

Frequently Asked Questions (FAQ)

Who will participate in Virtual Instructional Learning? (Distance

Learning) All Pre K-12 students. (PK – 1 may have a blended approach – paper/online work)

What is Virtual Instructional Learning?

Students will not report to school but will engage in learning activities using digital resources. Students will engage with all classes scheduled on a typical day (including specials.) There is no set “seat time” - students complete work according to family schedule and individual ability. However, there is a typical schedule that students will be asked to adhere to in terms of instruction and expectations. ***Overall the expectation is for 3 hours total of Synchronous learning time and it will be balanced with Asynchronous learning time.***

Why is North Providence using Virtual Instructional Learning?

RIDE has asked districts to complete a Virtual Instructional Learning Plan. It will be used to maintain the momentum of learning. Providing opportunities for virtual instruction supports the district’s goal of integrating technology into instruction and 21st Century skills.

How and when will students and parents know if a Virtual Instructional Learning will take place?

This Virtual Instructional Learning Plan is in effect as needed and ongoing until further notice. Virtual Instructional Learning will be relayed through the school's notification phone & email system, district website, and local TV/radio stations, as well as relayed through Google classroom.

How will students be informed about assignments during Virtual Instructional Learning?

Students will be able to access instruction via Google Classrooms/Class Dojo. Google Classroom/Google Suite will be the platform used in grades 3-12 to post student assignments, facilitate discussions. Grades PK - 2 may use Class Dojo or Google Classroom and submit work. Students regularly access Google Classroom on typical school days. All teachers will post assignments on Google Classroom by 8:30 a.m. and will be available for online communication 8:30 a.m. - 2:30 p.m.

How will students obtain assistance from teachers on Virtual Instructional Learning days?

Teachers will be available via their NP School email directly from Google Classroom, video conference, and other G Suite applications. Google Classroom (or Class Dojo) will be the platform used in grades PK-12 to post student assignments, facilitate discussions, and submit work. Pre K is using Class Dojo to communicate with students and families. Using Google Docs, teachers will share assignments, documents, spreadsheets, and presentations with students, 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 users to communicate with collaborators about specific parts of a document without having to send an email or message them. Teachers add notes, suggestions, or questions for students in the document. Comments are an excellent way for teachers to add specific notes for the author/student who wrote the file.

Accessibility features are available on a Chromebook and are easily activated. All Chromebooks

Accessibility features are available on a Chromebook and are easily activated. All Chromebooks are equipped with both a microphone and a camera. See specific instructions at [Google's support site](#).

If students need technical assistance or have general technical questions and/or concerns, they may e-mail the teacher and/or principal.

How much time is the student expected to work online during the Virtual Instructional Learning Day?

The minimum time for Synchronous instructional time is 3 hours. It is a balance of both Synchronous and Asynchronous instruction. Students should complete their work carefully, using the amount of time that is appropriate for them.

When will class assignments be due?

Assignments should be completed within the given Virtual Instructional Learning day. Teachers will determine those deadlines. However, this may be extended and adjusted based on need.

What if students do not submit their Virtual Instructional Learning assignments?

Assignments not completed by the deadline will have an impact on students' grades in each subject area. However, this timeline may be extended as needed.

How will Virtual Instructional Learning be monitored and counted for attendance?

Accountability for students will rely on the submission and assessment of work. Teachers will assess the student's work and determine if the student has met the instructional goals. The actual amount of time online is less important than the work produced and/or created by the student to demonstrate learning and mastery of learning targets.

What if a student does not have access to the internet?

With our Technology team we have surveyed and assessed access to internet. We have distributed hot spots as needed. Information is relayed to principals from families as needed and relayed to our Technology team for resolution. Teachers are aware that not all students have internet access at home and will provide accommodations when necessary for students without home internet access. Students without internet connection need to contact the school principal (home surveys re: internet/Chromebook access have been sent to all families.) "Paper-based" options will also be available to students, when appropriate.

Do students with identified special learning needs have an alternative means to access their education on Virtual Instructional Learning Days?

Yes, individual supports, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are reviewed, discussed, and agreed upon at the student's annual meeting, a Section 504 meeting, or general education plan meeting. Special Educators will make the necessary accommodations and modifications for students with IEPs. Accommodations may include changes in the following: presentation of a lesson, instructional strategies, student response format and procedures, time/scheduling, and/or assignment structure. Modifications are the changes made to provide a student with opportunities to participate meaningfully and productively. Modifications may include changes in instructional level, content/curriculum, and/or performance criteria. Students will also have access to special educators online during the virtual instructional learning days.

How does North Providence Schools safeguard my child while online?

North Providence Schools takes student privacy very seriously. We meet all FERPA, COPPA, and CIPA requirements, and we filter student internet activity via Oshean's internet provider filtering system when students are logged in with their npsd.us username and password.

What training is available for how to access and use online services and resources?

North Providence Schools is a GSuite district. This means that North Providence students and faculty use Google's suite of education tools: Docs, Slides, Sheets, and Drawings district-wide. All students and teachers have been trained and use these products almost daily. Every employee and student is given a Gmail address and login and has access to the educational tools and some core organizational tools such as individual Google Drive space, email, calendar, and others. Teachers and students interact on a platform called Google Classroom where teachers can distribute announcements, assignments, and email students. Students can see all of their work, access all related files, turn in their work, and email their teacher(s) directly.

As a guardian, you can choose to receive email summaries showing your student's progress in Google Classroom, can choose the frequency of the emails, such as daily or weekly, and can unsubscribe or remove yourself from Classroom at any time. Guardian email summaries include missing work—work that's late at the time the email was sent, upcoming work—work that's due today and tomorrow (for daily emails) or work that's due in the upcoming week (for weekly emails), and class activity—announcements, assignments, and questions recently posted by teachers.

Because the use of the GSuite of tools is embedded in our daily routines, teachers and students have frequent and ongoing opportunities to use the GSuite tools and to engage in learning opportunities to enhance their skills.

What if I have questions about assignments?

Please contact your child's teacher via their npsd.us email.

Teacher Office Hours: 8:30 a.m. - 2:30 p.m. on Virtual Instructional Learning Days.

Please note the above statements are subject to change. The North Providence Schools will continue to evaluate and strive for excellence in all Virtual Instructional Days. We will make the necessary adjustments to accomplish this goal.