Graphical user interface, application

Description automatically generated   
For

**<Insert LEA Name>**

Submitted to the

Rhode Island Department of Education on:

<Insert Submission Date>

Plan Duration: <Plan Duration>

Superintendent / LEA Leader: <Insert Name>

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Signature / Date

Principal: <Insert Name> School: <Insert Name>

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Signature / Date

Principal: <Insert Name> School: <Insert Name>

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Signature / Date

Principal: <Insert Name> School: <Insert Name>

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Signature / Date

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

1. Culture and Management

* 1. Secured stakeholder support:

<Insert explanation, supporting details, relative links>

* 1. Secured local school committee approval:   
     <Insert explanation, supporting details, relative links>

1. Secured agreements with all bargaining units:

*<Insert explanation, supporting details, relative links>*

1. Plan for participation in virtual instructional days including communication to staff, students, and parents:   
   <Insert explanation, supporting details, relative links>

1. Method for determining all staff and student attendance:   
   <Insert explanation, supporting details, relative links>

1. Plan for the accessibility of student services:

<Insert explanation, supporting details, relative links> 

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

*<Insert explanation, supporting details, relative links>* 

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

*<Insert explanation, supporting details, relative links>*

2. Curriculum and Instruction

1. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:    
   *<Insert explanation, supporting details, relative links>*
2. Professional development on instructional and classroom management practices for virtual environments:    
   *<Insert explanation, supporting details, relative links>*
3. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:    
   *<Insert explanation, supporting details, relative links>*
4. Instructional exemplars constructed to progress student learning in support of course objectives:    
   *<Insert explanation, supporting details, relative links>*
5. Plan for all subject areas and student subgroups:

*<Insert explanation, supporting details, relative links>* 

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

*<Insert explanation, supporting details, relative links>*

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

*<Insert explanation, supporting details, relative links>* 

1. Synchronous instructional supports for students seeking assistance:    
   *<Insert explanation, supporting details, relative links>*
2. Demonstration of comparable levels of rigor between online and offline instruction:    
   *<Insert explanation, supporting details, relative links>*

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

*<Insert explanation, supporting details, relative links>*

3. Technology and Supports

1. Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:   
   *<Insert explanation, supporting details, relative links>*
2. Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:   
   *<Insert explanation, supporting details, relative links>*
3. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:   
   *<Insert explanation, supporting details, relative links>*
4. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:   
   *<Insert explanation, supporting details, relative links>*
5. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:   
   *<Insert explanation, supporting details, relative links>*
6. Technical assistance and support offered during virtual Instructional days   
   *<Insert explanation, supporting details, relative links>*

## Virtual Plan Submission Process

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

## Virtual Instructional Day Application Review Rubric

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

Score: \_\_\_\_/6\_

|  |  |  |  |
| --- | --- | --- | --- |
| Culture and Management | No Evidence | * General comments only * Incomplete detail on stakeholder support, school committee approval and bargaining unit members * Plans and protocols are not articulated clearly | * + Clear articulation of protocols and plans   + All documents signed by appropriate parties   + Specificity provided |
| **Scoring** | **0** | **1** | **2** |
| Curriculum and Instruction | No Evidence | * General comments only * Incomplete detail on curriculum, professional development, planning and rigor | * Clear articulation of expectations related to curriculum, professional development and rigor |
| **Scoring** | **0** | **1** | **2** |
| Technology and Supports | No Evidence | * General comments only * Incomplete detail on technology access and support * Incomplete acceptable use policies and security of students * Insufficient detail relating to technology training for staff, parents and students * Incomplete evidence of equitable offline options for teachers and students | * Clear articulation of technology, access and support * Acceptable use policy and procedures * Clear measures of internet safety and security of students * Clear indication of technology training to staff, parents and students * Clear plans for equitable offline options for teachers and students |
| **Scoring** | **0** | **1** | **2** |