

# Rhode Island Department of Education Virtual Instruction

*Guidance and Application for Ensuring Educators, Families, and Students  
are Supported during Inclement Weather and Emergency Days*

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Rhode Island Department of Elementary and Secondary Education

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## Virtual Instruction Days Law and Guidance

In 2017, the Governor signed a bill into law requiring that the Rhode Island Department of Education (“RIDE”) establish a policy that allows districts to submit detailed plans if their district/schools intend to conduct instruction through virtual education when schools have been closed due to inclement weather or other emergency ([R.I. Gen. Laws § 16-2-2\(c\)](#)).

LEAs with individual school closures due to a physical plant or facilities emergency may submit a request to waive the school day ([§ 200-RICR-20-05-1.12](#)) or implement a Virtual Learning Day with a prior approved application/plan.

This guidance contains information about the process a Local Education Agency (“LEA”) should use to submit a plan, the components that should be included in the plan, and a rubric establishing criteria as to how the plan will be evaluated.

Please submit applications with plans via email to [VirtualInstruction@ride.ri.gov](mailto:VirtualInstruction@ride.ri.gov). Applications and plans must be submitted annually for approval.

See the *Appendix* for scenarios of virtual instruction or school closure due to inclement weather or other emergencies.

### What are the components of a Virtual Instructional Day Plan?

There are three main components to a Virtual Instructional Day Plan including:

1. Culture and Management
2. Curriculum and Instruction
3. Technology and Supports

LEAs should use the [Virtual Instructional Day Plan Template](#) to help ensure that all components of the plan are included. Supporting documents and links may also be included. Be sure to title and label corresponding evidence for clarity. (1a, 1b, 1c, etc.)

### What is the process for approval to implement Virtual Instructional Day(s)?

There are four steps to the process:

1. The LEA completes an application and implementation plan including all components described in the accompanying guidance. Applications may be submitted to RIDE at any time during the year to [VirtualInstruction@ride.ri.gov](mailto:VirtualInstruction@ride.ri.gov).
2. RIDE provides confirmation of receipt of the application and 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.

The maximum number of virtual instructional days approved is limited to five per school year. Additional virtual instructional days in the event of inclement weather or other emergency may be granted on a case-by-case basis.

### How are Virtual Instructional Day Plans evaluated?

The [Application Review Rubric](#) will be used to review 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.

### Virtual Instructional Day Application Review Rubric

District: \_\_\_\_\_  
Date of Review: \_\_\_\_\_

Name of Reviewer(s): \_\_\_\_\_

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

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

## Best Practices for Virtual Instruction

Create a Task Force or Steering Committee that will:

1. Develop and implement the LEA's response to inclement weather and emergency days in which the LEA will utilize Virtual Learning.
2. Represent various departments addressing curriculum, professional learning, and information technology, and include teacher representatives, parent representatives, students, and other school community members.
3. Develop a schedule and means for the group to communicate frequently and regularly.
4. Create a website that includes curriculum goals, strategies, suggested activities, and additional resources. The website should be updated frequently to easily communicate with educators and families.

Design both Synchronous and Asynchronous Learning

<i>Synchronous</i>	<i>Asynchronous</i>
<p>For two-way communication and interaction; when collaboration and brainstorming are helpful or needed:</p> <ul style="list-style-type: none"><li>• Breakout groups/Live discussion</li><li>• Polling the audience</li><li>• Live assessments of mastery—can be 1-on-1 or small groups with breakout rooms</li><li>• Fun sessions—host a game hour, for example, for students to socialize</li><li>• Live instruction</li></ul>	<p>One-way communication where feedback can be provided after the fact or no feedback is needed:</p> <ul style="list-style-type: none"><li>• A short, recorded lesson by the instructor</li><li>• Short presentations given by students that can be viewed later</li><li>• Posted assignments that are completed by students and uploaded for instructor feedback</li></ul>

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ALL Virtual Instructional Days MUST include at least three hours of synchronous instruction to be counted as an instructional day. The remainder of the day may include asynchronous learning activities.

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Ensure All Parties Execute the Attendance Protocols Consistently

1. Attendance protocols identified by each LEA with feedback by the team at RIDE should be followed with consistency and be easily accessible to teachers and school leaders, at a minimum.
2. RIDE suggests that educators take attendance at the commencement of a lesson or learning unit during synchronous instruction and learning activities.

3. Trends in attendance data should be used to identify the needs of students and to evaluate the success of Virtual Instruction Days for future plans.

#### Ensure Equitable Connectivity and Access to Technology

1. Assess whether all students, including student groups, and their families have sustained access to internet and enough devices for student use throughout the day.

#### Encourage Educators to Schedule Follow-Up with Students that need additional support

1. As one would in a physical classroom, differentiate learning and follow up with students who are struggling.
2. Tiered intervention approaches; universal, targeted and intensive intervention should be maintained through virtual support and intervention. Teacher communication with academic interventionist, special education teachers and behavioral support, is as important in virtual learning as it is in the typical school day.
3. Consider collaborating with other teachers to pre-plan future modifications to assignments for students who struggle. Students who do not typically struggle in the physical classroom may struggle in a virtual environment and vice versa.

#### Remind Educators to Over-communicate with Families

1. Ensure that communication is clear, centralized, and routine, so families can support students and schools can reduce barriers to digital access.
2. Use multiple modes of communication, try multiple attempts, and translate into multiple languages, when communicating with families. Make interpretation services available to families and educators to provide on-time, effective communication.
3. Engage families on how to set up optimal learning conditions in the home, and how and when learning can be best facilitated. Adjust lesson plans and schedule to maximize student participation and success.
4. Offer “Office Hours” for optional drop-in support to families and students during asynchronous learning activities.

#### Provide Guidance on Protecting Student Privacy

1. For guidance on protecting student privacy, refer to the U.S. Department of Education page on [Family Educational Rights and Privacy Act \(FERPA\) and Virtual Learning](#).

#### Encourage Educators to Leverage Online Features for Virtual Learning

1. Educators can leverage the recording tool to differentiate learning or review a lesson. Many applications offer the option to record class discussions.
2. Educators may create small group meetings to provide one-on-one support to students that need it.
3. Educators can use chat functions to facilitate discussion, check for understanding, and field questions (see synchronous learning chart above).

## Early Childhood Level Virtual Learning Considerations

Virtual learning considerations for early childhood education (ECE) are applicable for all classrooms serving children ages 3-5. As young students engage in virtual instruction, their ability to predict routines, rely on relationships, and continue to develop resilience will play a major factor in their success. When moving to virtual instruction, ECE teams should consider a schedule that is more fluid since independent use of technology has obvious limitations for young children. Virtual instruction should create fun activities that address social, emotional, and academic needs, while learning at home.

Think carefully about how educators can create an online space and schedule that closely represents the physical classroom. Encourage students to share something from home, move classroom accessories like bulletin boards and job charts online, celebrate student work, and when possible, circulate and observe student learning. Teachers should work to incorporate opportunities for children to spend time online with each other through virtual recess, hangouts, and age-appropriate connections, while also arranging time for individual teacher check-ins.

Remember that educators set the tone for the classroom, regardless of location, and should be continually aware of their presence. Slowing down, pausing between sentences, smiling, maintaining eye contact, talking in a calm manner, making one's face visible, and being mindful of one's anxiety level will significantly help students to co-regulate.

Regular communication with families will be essential as younger children will need support to complete many virtual learning activities. Teachers must be aware that virtual learning may take longer than face-to-face teaching and carefully plan so as not to overwhelm students and parents. Students and families must be made aware of the regular schedule and any changes that might be made, the expectations for participation, and how and when they will receive feedback.

Providing families with easily accessible suggestions to develop language skills, reading together, counting, fine and gross motor skills, and support practice and additional skill development during regular family activities teachers can refer them to [Rhode Island's Family Fun Activities](#).

In and out of the classroom, ECE teachers must be agile and adaptable, building relationships, modeling skills and expectations, supporting the physical safety and emotional wellbeing of all children, while continually gathering input from students, planned and unplanned learning experiences and families and using that information to adjust the environment, their instruction, educational and SEL supports accordingly. For an additional resource, review these [Virtual Learning Strategies](#) to learn more about building belonging with students and families in a virtual setting.

## Elementary Level Virtual Learning Considerations

For young students, forms of synchronous learning may prove best to keep students focused, motivated, social, and on task. Although three hours of synchronous learning is required for the day to count as an instructional day, it does not need to be three consecutive hours.

Educators and administrators should think both strategically and expansively about what kind of engaged learning students can partake in daily that will enrich or augment any online learning they are experiencing. This may include but need not be limited to time away to regroup and get a small snack; brain breaks involving movement or dance; reading, visual or performing arts; time outside; creative

writing exercises; responding to unique journal prompts; simple science experiments; or helping measure ingredients for cooking meals.

In addition to synchronous instructional time, when scheduling the day, educators should consider the importance of “serve-and-return” discourse and dialogue with peers, adults, or caretakers in language development for all students. As such, RIDE recommends scheduling “talk time”, both to explicitly support multilingual learners (MLLs) and students with sensory based disabilities (e.g., students who are deaf or hard of hearing communicating with American Sign Language, students who benefit from augmentative communication), but also to support the broader work to develop oral language, fluency, verbal reasoning, and articulation.

### Secondary Level Virtual Learning Considerations

*\*Academic work time consists of time spent on core subjects. The school day should include mentor check-ins, conferences, peer check-ins, self-reflection time and goal setting in addition to academic work time.*

Key factors to consider when determining the length and structure of the day include:

- The total time of the structured at-home school day should be approximately equal to a regular day in school.
- Educators should be mindful that academic work completed outside of school may take about twice as long as it would face-to-face and should plan accordingly so as not to overwhelm students.
- Structured school time should also include creative/wellness-focused pursuits, either teacher-guided or self-directed. These activities should be considered part of the school day just as in a normal secondary setting.

### Grading, Assessment, and Feedback

Each LEA will continue to implement their grading policies through decisions that are in the best interest of their schools and communities and in accord with best practices. Student learning should still be recorded at the standard-level and reviewed frequently by teachers, students, and parents, in structured conversations.

### Considerations for Programs of Study that Require In-Person Instruction

Many educational programs of study prioritize “hands-on learning” that is difficult to replicate in a virtual setting. Career and technical education (CTE) programs, work-based learning opportunities, and occupational experiences are all impacted in different ways, and the degree of disruption varies significantly by career field – for example, computer science courses are easier to complete virtually than culinary courses. The guiding principle underlying the successful navigation of these situations is to maximize student learning while maintaining safety for students and adults, to maintain high expectations of student learning and outcomes, while taking a flexible and adaptive approach on how to best help students meet those expectations. If programs are unable to carry out their normally-planned hands-on learning/programming, they can explore alternative methods of meeting established standards, they can postpone portions to another time in students’ high school career, or they can



explore other options that maintain high expectations while taking a flexible approach. For CTE programming specifically, questions can be directed to [CTE@ride.ri.gov](mailto:CTE@ride.ri.gov).

## Supports for Differently-Abled and Multilingual Learners

As Rhode Island continues its virtual learning journey, an important consideration is ensuring that differently-abled learners and multilingual learners are receiving equitable and high-quality experiences. RIDE regularly posts updated information to its website to support all student populations in virtual learning.

### Differently-Abled Learners

RIDE recommends that LEAs and schools make the following considerations for differently-abled learners:

#### Establish consistent communication with students and families

1. Transparency and communication with families of differently-abled students are critical to ensuring they are involved in the process as the implementation of an Individualized Education Program (IEP) may look different during virtual learning days. Consider discussing at a student's IEP meeting how virtual learning will take place.
2. There should be regular communication with the family in preparation for a virtual learning environment in order to review the IEP and discuss ways to prioritize goals and how they can be best implemented. These communications should provide opportunity for feedback to make necessary adjustments and modifications.
3. LEAs should establish regular communication during virtual learning to keep families involved in the process and to check on progress and next steps.
4. LEAs should also ensure teachers and school staff are appropriately documenting communication and progress monitoring.

#### Identify clear learning objectives during the period of virtual learning and how they will be met

1. Students with an IEP have articulated goals identified based on their specific needs. This is a moment in time when typical learning has changed; to that end, schools can use this period to prioritize and focus on students' IEP goals that are appropriate to address. It is also important to consider goals that may be reached with a different approach or method, such as opportunities for interactions with peers.
2. Both IDEA and civil rights laws require the availability of methods and materials appropriate for use by students with disabilities in all learning environments. For example, digital learning environments should provide flexible options for colors and contrast, keyboard access, semantics and page structure, video captioning, and other supports.

#### Expectations for LEA Partnership with Non-Public Special Education Programs

1. Non-public special education (NPSE) programs are not required to submit virtual learning plans. However, LEAs that partner with such programs are mandated to provide Free Appropriate Public Education (FAPE) under IDEA. Therefore, the number of school days provided by an NPSE program should be equivalent to the days LEAs are obligated to provide for students enrolled in

the program. Should NPSE programs decide to do this through virtual learning, they should coordinate with the student's sending LEA to ensure the student is receiving equivalent services. It would also be advisable to document this in any agreements between the sending LEA and the NPSE program, and ensure that students and families are informed.

## Multilingual Learners

Every LEA should ensure that their virtual learning plan provides MLLs and former MLL students with targeted instruction in English and the appropriate amount of supports in their home language. Schools should continue to consider students' specific strengths and needs, such as current level of proficiency in English and their home language literacy, in addition to the academic areas, where they need the most support. Meaningful access to academic content includes alignment to grade-level content and language development standards, language objectives, scaffolds, and visual supports. Teachers should provide multiple representations of concepts and provide vocabulary instruction, utilizing all available online resources in academic and home languages to support content learning.

Please consider the following for multilingual learner students and families:

1. Does the virtual learning plan take multilingual learners and their families into consideration? Does the plan support English language development and grade-level content learning? Does the plan show how teachers will leverage embedded support features to facilitate MLL/EL learning? Additional information is available at the RIDE website MLL/EL Resource Page.
2. Do families have access to information about virtual learning that they can understand, in their home language? Are families connected with interpretation services and/or specific personnel within the LEA who can provide interpretation services? For LEAs, some translation and interpretation services can be found at the RIDE website.
3. Have educators and administrators made efforts to lighten the technological load by establishing routines and carefully selecting the digital tools they expect multilingual families and students to learn?
4. How is the LEA addressing multilingual learners who are differently-abled? Is there a time in the schedule for virtual learning for specialist teachers to work with the special education teacher for students who are dually identified?
5. Are online platforms accessible for multilingual learners to navigate with the help of visual or written modeled instruction or steps for guidance? Are instructions translated to allow multilingual families to support students? Have step-by-step videos modeling instructions been considered?
6. Are multilingual learning resources available to students and families to support learning across the content areas in multiple languages?
7. Are paper multilingual resources offered where instruction may be hindered by technology access or readiness?



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>

\_\_\_\_\_  
Signature /

\_\_\_\_\_  
Date

Principal: <Insert Name>

School: <Insert Name>

\_\_\_\_\_  
Signature / Date

Principal: <Insert Name>

School: <Insert Name>

\_\_\_\_\_  
Signature / Date

Principal: <Insert Name>

School: <Insert Name>

\_\_\_\_\_  
Signature / Date

<Add additional signature lines as needed>

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

## 1. Culture and Management

- a. Secured stakeholder support:  
*<Insert explanation, supporting details, relative links>*
- b. Secured local school committee approval:  
*<Insert explanation, supporting details, relative links>*
- c. Secured agreements with all bargaining units:  
*<Insert explanation, supporting details, relative links>*
- d. Plan for participation in virtual instructional days including communication to staff, students, and parents:  
*<Insert explanation, supporting details, relative links>*
- e. Method for determining all staff and student attendance:  
*<Insert explanation, supporting details, relative links>*
- f. Plan for the accessibility of student services:  
*<Insert explanation, supporting details, relative links>*
- g. Defined protocols for instituting and communicating the occurrence of virtual instructional days:  
*<Insert explanation, supporting details, relative links>*
- h. 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

- a. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:  
*<Insert explanation, supporting details, relative links>*
- b. Professional development on instructional and classroom management practices for virtual environments:  
*<Insert explanation, supporting details, relative links>*
- c. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:  
*<Insert explanation, supporting details, relative links>*
- d. Instructional exemplars constructed to progress student learning in support of course objectives:  
*<Insert explanation, supporting details, relative links>*
- e. Plan for all subject areas and student subgroups:  
*<Insert explanation, supporting details, relative links>*
- f. Plan for at least three cumulative hours of synchronous instruction:  
*<Insert explanation, supporting details, relative links>*
- g. Tools to facilitate assessments to ensure student engagement and mastery:  
*<Insert explanation, supporting details, relative links>*
- h. Synchronous instructional supports for students seeking assistance:  
*<Insert explanation, supporting details, relative links>*
- i. Demonstration of comparable levels of rigor between online and offline instruction:  
*<Insert explanation, supporting details, relative links>*
- j. 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

- a. Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:  
*<Insert explanation, supporting details, relative links>*
- b. Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:  
*<Insert explanation, supporting details, relative links>*
- c. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:  
*<Insert explanation, supporting details, relative links>*
- d. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:  
*<Insert explanation, supporting details, relative links>*
- e. 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>*
- f. Technical assistance and support offered during virtual Instructional days  
*<Insert explanation, supporting details, relative links>*

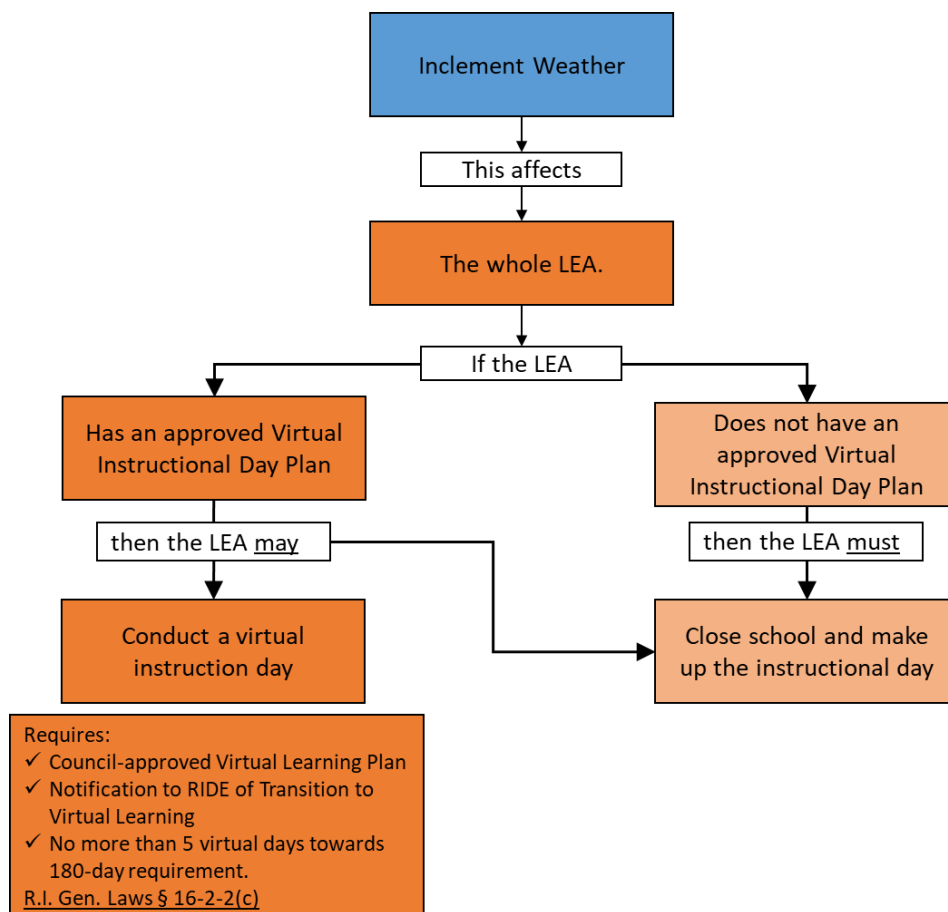
## Appendix A

### Virtual Instruction vs. School Closure

The chart in Figure 1 visualizes several paths when there is an inclement weather emergency leading to the closure of school.

1. An LEA with an approved Virtual Instructional Day Plan may conduct a virtual instruction day for the entire LEA. e.g. A snowstorm in a municipality closes schools. Conditions allow a virtual instruction day for all students.
2. An LEA with an approved Virtual Instructional Day Plan may opt to close school and make up the instructional day in-person at a later date.
3. An LEA without an approved Virtual Instructional Day Plan must close schools and make up the instructional day in-person at a later day, whether it applies to the entire LEA or only affected schools within an LEA.

Figure 1. The LEA has an emergency leading to the closure of school due to **Inclement Weather**:





The chart in Figure 2 visualizes paths when there are other emergencies (not inclement weather) leading to the closure of school. Figure 3 shows specific types of emergencies where waiving days from the school calendar is an option. In all cases of other emergencies, a path to virtual learning may be an option as long as the LEA has an approved Virtual Instructional Day Plan.

Figure 2. The LEA has an emergency leading to the closure of school due to **Other Emergencies**.

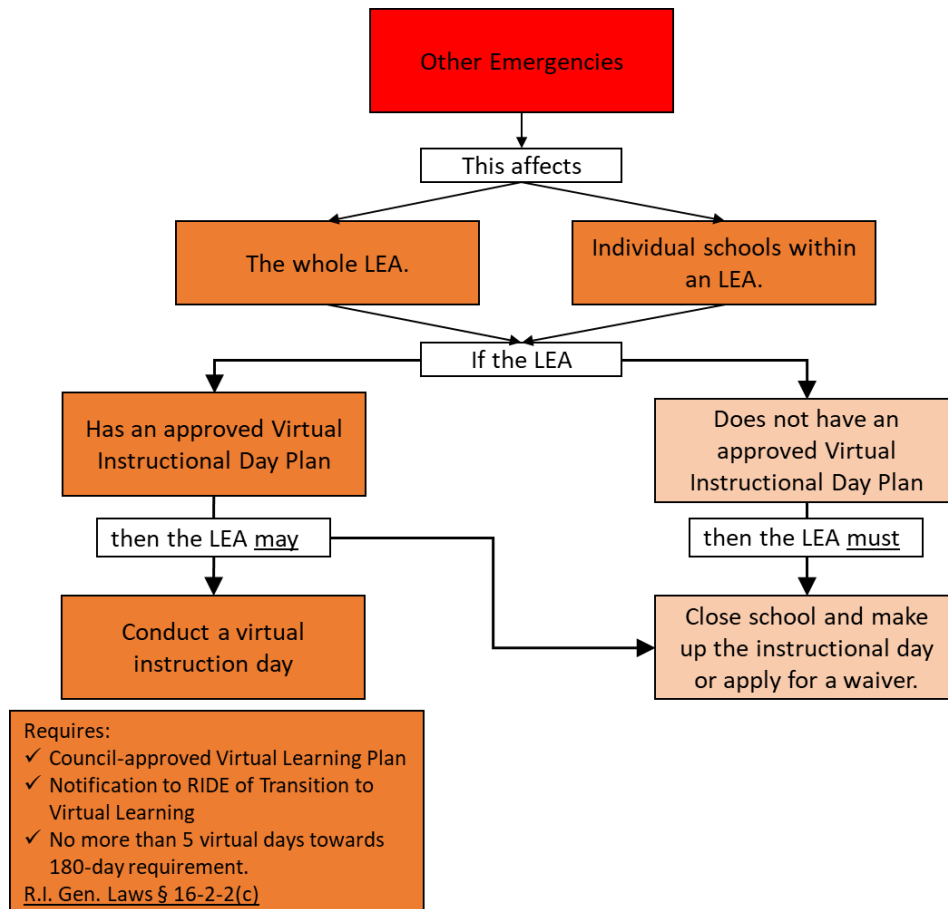
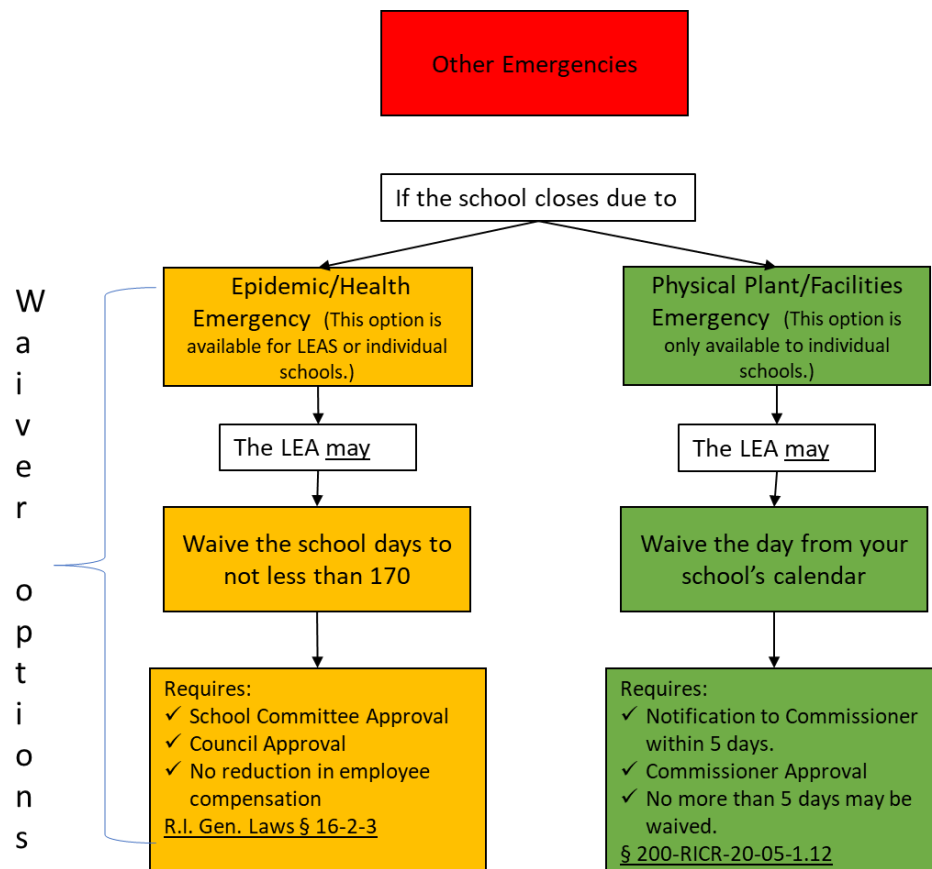


Figure 3. The LEA has an emergency leading to the closure of school due to **Other Emergencies**, specifically, **Epidemic/Health Emergency** or **Physical Plant/Facilities Emergency**:



## Appendix B

### Virtual Plan Submission Process

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

### Virtual Instructional Day Application Review Rubric

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

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

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

## Notification of Transition to Virtual Learning

1. LEAs should **notify** RIDE as soon as possible when they intend to shift to virtual learning and provide the reason(s) it is necessary via the *Virtual Learning Intent Form*, which is available to authorized LEA users at the [RIDE Portal](#);  
*RIDE will provide immediate support, as well as record and track each LEA's Virtual learning days.*
2. If an LEA or individual school(s) does not have an approved plan or adhere to the process for notification of transition to virtual learning, then this may prevent them from obtaining the approval necessary to count any day of virtual learning as one of the 180 school days mandated under R.I. Gen. Laws § 16-2-2(a)(1).  
*Conversion of a virtual learning day to a school day is only possible if an LEA provides a plan substantiating how, and notifies RIDE of when, virtual learning was undertaken.*



**RIDE** Rhode Island  
Department  
of Education

## RIDE Portal – Virtual Learning Intent Form User Guide

The URL for the Portal is: <https://portal.ride.ri.gov/>

Log in using your username and password. Usernames are typically firstname.lastname.

Username  
deanna.rafael

Password  
\*\*\*\*\*

[Forgot username or password?](#) [Login](#)

[Register for an account](#)

You can recover your login credentials here using your username or email address:

<https://portal.ride.ri.gov/Core/Default/PasswordRecovery>

### I forgot my password

Please provide your username or email address. Then click submit.

deanna.rafael

submit

Once logged in, click on 'All Applications' on the left:

RIDE Portal

MAIN

- Home
- All Applications

DATA

- Collections
- Reporting

Welcome, Deanna

Welcome to the RIDE Portal

Information

If you are looking to **Print a Copy of, Renew, or Apply** for an Educator Certificate click on you have not already done so.

Look for the following icon under your district's applications (this is below the Public Applications section) and click it:



Virtual Learning Intent Form

Access Levels: State-Level-Access

Click 'Start New Request':

## Notification of Intent to Move to Virtual Learning

Start New Request

Fill out the form:

### Notification of Intent to Move to Virtual Learning

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Requesting District:

The intended date(s) when distance learning will be—or was— employed?

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For the date(s) identified, please provide the rationale for moving to virtual learning?

Upon completion of the form please click 'Submit Request':

Submit Request