State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Ken Wagner, Ph.D.
Commissioner

Enclosure 6b
February 4, 2019

February 4, 2019

TO: Members of the Council of Elementary and Secondary Education

FROM: Ken Wagner, Ph.D., Commissioner

RE: Provisional Approval of the Learning Community's Virtual Learning Plan Proposal

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Background:

In 2017, the Governor signed a bill into law requiring RIDE to establish a policy that allows LEAs to submit detailed plans if their schools intend to conduct instruction through virtual education when schools have been closed due to inclement weather or other emergency. The maximum number of virtual instructional days can be up to three per school year.

RIDE has posted guidance about the process and the components and evaluation for LEAs to submit proposals for review, on its website. Proposals have three main components, including Culture and Management; Curriculum and Instruction; and Technology and Supports.

All proposals are reviewed by RIDE staff. RIDE either provides feedback to the LEA on how the Plan can be improved, or forwards the Plan to the Council for consideration. The Council is responsible for ultimately approving Virtual Learning Plan proposals.

Overview of Submitted Proposals:

To date, RIDE has received six total proposals - two district proposals and four charter school proposals. The majority of proposals were returned due to missing components and incomplete information.

One district revised their approach after receiving feedback from their stakeholders and doing additional research on the importance of instructional time. This district adjusted their strategy from actually not using a Virtual Learning Day Plan to instead proactively extending the school day for the remainder of the school year. This approach increased the overall amount of instructional time, while also creating a buffer to use an inclement weather day and still meet the minimum required amount of annual instructional time.

RIDE supported and approved this strategy using the Commissioner's authority under RIGL § 16-2-2.

One charter – The Learning Community - revised and resubmitted their proposal. The Learning Community's updated proposal meets RIDE's evaluation criteria for a Virtual Learning Plan.

<u>The Learning Community's Virtual Learning Plan - Proposal Overview:</u>

Curriculum and Instruction:

To help prepare for the Virtual Learning Plan, each educator will prepare up to three days of rigorous, written take-home work each month. Students will take these lessons home in the event a Virtual Learning Plan needs to be used. This approach ensures that all students have access to instructional materials, irrespective of technology access. Student participation may be augmented by using technology platforms already in use at The Learning Community, such as Google Classroom. Teachers will use these platforms, as well as direct phone contact with students, to ensure students are engaged and supported.

During the virtual learning day, a phone number will be provided for all students in the event assistance is needed with the virtual school day's work. In addition, all students who require additional assistance in accordance with a special plan will receive a tape recorder with assistance from their specialist in the event of a lack of internet access or electricity. Specialists and teachers will also call students according to a pre-determined schedule. Video will be available via Google classroom for students with Internet access who are in need of support. Sample lessons were included for some content areas.

The proposal includes plans for one day of professional development for educators on how to successfully prepare for and implement the Virtual Learning Plan – including how to support students and ensure rigor in the lessons used. The plan also includes an approach to engaging and preparing students in advance of using a Virtual Learning Plan.

Culture and Management:

The proposal includes an innovative solution to address access to the curriculum for students receiving special services by purchasing 250 voice recorders. In anticipation of Virtual Instructional Days (VIDs), educators will pre-record instructions for students, monthly.

The Learning Community proposal includes evidence of communication of VIDs to staff, students, and parents. An attendance method was established for staff and students in which all sign-in to the Student Information System (SIS) by 8:30 a.m. with follow-up phone calls to anyone who is not signed in.

Technology and Supports:

The Learning Community provides support to families without consistent Internet access and/or electricity. The revised proposal focuses mainly on tasks involving written work to account for an early concern about Internet access and power, as well as support through the voice recorders.

Outstanding RIDE Concerns and Provisional Approval Recommendation:

RIDE's primary concern is the actual efficacy of the Plan, upon implementation, to ensure adequate instructional time in the school's most vulnerable and at-risk students. For example, students with disabilities, English learners and early learners may not have the means or insight to contact teachers via the central phone line to access required supports. Vulnerable students may lose valuable time and reach frustration levels if their needs do not coincide with teacher contact according to a schedule.

As such, RIDE is recommending the Council provisionally approves the Plan on a pilot basis. This provisional approval will allow The Learning Community to pilot their Plan for one day during the school year. The Learning Community will then submit evidence of the Plan's efficacy in serving its students. RIDE will review this evidence to make recommendations to the Council about the future implementation of The Learning Community's Virtual Learning Plan, as well as best practices and guidance that may aide other LEAs in implementing virtual learning plans.

Recommendation: THAT, the Council on Elementary and Secondary Education provisionally approves The Learning Community's Virtual Learning Plan Proposal for one day during the 2018-19 school year, and requires The Learning Community to submit evidence to RIDE of the Plan's efficacy in providing quality instruction to the school's elementary students, students with disabilities, and English language learners. Based on lessons learned, RIDE will adjust the approval rubric.

Virtual Instructional Day Plan

For

The Learning Community Charter School

Submitted to the

Rhode Island Department of Education on:

December 1st, 2018

Plan Duration: 2018-2019 School Year

Co-Directors: Sarah Friedman and Meg O'Leary

_____ _____

Signature Date

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 three 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) *Plan for all subject areas and student subgroups*	✓	2.e	✓
f) *Tools to facilitate assessments to ensure student engagement and mastery*	✓	2.f	✓
g) *Plan to provide synchronous instructional supports for students seeking assistance*	✓	2.g	✓
h) *Demonstration of comparable levels of rigor between online and offline instruction.*	✓	2.h	✓
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:

We can already demonstrate that we have secured stakeholder support in three ways.

Family Support:

First, we have a staff person (Maria Duque) who is solely dedicated to contacting families and informing them about important changes schoolwide. In addition to a permission form (exhibit 1.a) which will be translated Spanish and sent home to families, Maria will contact each family individually who does not respond in writing to inform them on the instructional school day plan and their role.

Student Support:

In each classroom across the school, teachers will spend at least three hours of instructional time orienting students to how to use the resources provided to them during virtual school days (VSDs). Students will be made aware of the protocol during VSDs, and will practice using the provided online and hard copy resources with their teachers. Students will also give their approval for the VSD (exhibit 1.a).

b) Secured local school committee approval:

Board Support:

The Learning Community is a charter school whose board serves many of the purposes of the local school committee in a traditional school district. The board has already been informed and has informally approved the VSD. The board will approve of the VSD plan during a special meeting called as soon as the plan is approved by RIDE. Board proposal is attached in exhibit 1.b. Board members have the opportunity to ask additional questions of the co-directors of the school before approving the plan.

c) Secured agreements with all bargaining units:

Teacher and School Staff Support:

Teachers and school staff have already approved the VSD plan proposal (exhibit 1.b). Once the VSD plan is approved by RIDE, teachers and staff will take a Whole Team Meeting (professional development session) in the late fall to approve the finalized VSD plan.

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

Teacher and School Staff Communication:

Once the VSD plan is approved by RIDE, teachers and staff will use a Whole Team Meeting (Professional Development Day) to learn about individual responsibilities and participation in the VSD. The Whole Team Meeting plan is attached in exhibit 1.c. Every staff member and teacher will have some responsibility for ensuring that the day's activities are accessible to all students and families.

Student Communication:
Teachers will take half of an instructional day to inform students of practices during the Virtual School Day and practice the VSD activities with students. For specific practices, see exhibit 1.d.

Parent Communication:
All parents will receive initial communication about how to support their children during the VSD via a letter home and follow up phone call from a dedicated LC staff person (The Director of Family Engagement). In addition, families will receive training in how to facilitate at home instruction to their students via the LC's parent cafes, an already established method of educating families about important instructional activities to conduct at home with their students. Parent Cafes are traditionally very well attended (between 70% and 100% of parents typically attend) and all families not in attendance are contacted by phone by the Director of Family Engagement. The plan to inform families of VSD supports is located in exhibit 1.e.

e) Method for determining all staff and student attendance.

Students and staff will virtually "sign in" the VSD using Aspen, which is already technology that the LC uses to track student and staff attendance. For specific instructions in using Aspen to track student and staff attendance, see exhibit 1.f.

Classroom teachers (and advisors for middle grades students) will be responsible for checking attendance online and contacting any student who has not signed into Aspen by 8:30 AM (see exhibit 1.g for attendance policy). Students without reliable internet access will be contacted via phone. In the event of a power outage, students and parents will have a paper attendance form attached to the packet that is send home (see exhibit 1.h for an example) which will be returned to the school the following school day.

f) Plan for the accessibility of student services:

All students on IEPs, 504s, or who receive counselling, speech and language, or other special services will be contacted by phone by their specialist, in addition to receiving the take home plan. In addition, all students who receive oral communication in accordance with their plan will take home a portable tape recorder with the recorded voice of their specialist providing instructions for the virtual school day activities in case of a power outage (see exhibit 1.I for devices to be ordered). The packets of students with IEPs will be adapted in accordance with their plans and translated for students receiving ELL services (see exhibit 1.J for an example of a modified worksheet). Finally, an 'on call' phone number will be given to all students and families -- they can use this number to reach a school administrator regarding any questions, disputes or extra services that are needed.

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

For the complete protocol to be used in communicating and instituting virtual instruction days, see exhibit 1.k. A VSD will only be instituted if an online snow day calculator (see this website: https://www.snowdaycalculator.com/calculator.php) predicts an over 50% chance of a snow day for the following school day by noon the preceding school day. A VSD will not be called in the event of a snow day that occurs with less warning. In the event of a VSD being called, the co-directors will make a school wide announcement to teachers and staff, who will begin alerting families to the fact of the VSD plan in the event of a snow day the following day. Students will be sent home with three days of VSD materials for the given month every time a VSD is announced. VSD materials will be updated by every teacher, every

month, and stored on the LC file server. For example materials, see exhibit 1.l.

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

Once the VSD is complete, students will return VSD packets to teachers, and online assignments will be assessed within a week of the VSD's occurrence. In accordance with the LC grading policy, teachers will discuss student progress on their packets and online work using student-created rubrics (see exhibit 1.m for an example). Schoolwide, a percentage of students who returned completed VSD work will be gathered and communicated to RIDE on a quarterly basis (or whenever this information is requested). For a sample data collection form, see exhibit 1.n.

2. Curriculum and Instruction

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

Because of the LC's use of the workshop model across subjects and grades, our students are uniquely positioned to tackle substantive independent work projects. All teachers are expected to give 45 minutes of independent work time in each subject area every day, so spending time working independently using scaffolded supports will not feel out of place for students during the VSD. However, the LC will engage in a series of professional development sessions that are specifically geared toward developing and tailoring existing curriculum for LC students working independently from home. For the agenda for the professional development day, see exhibit 1.c.

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

Google classroom, IXL, and myOn will be used by students during the VSD (see exhibit 2.b for more information about these programs). Every LC student is already familiar with these technology platforms. Attendance will be captured by these platforms and by the written work that is turned in after the VSD is complete. In addition, teachers will complete training on monitoring discussion forums and social media sites online during the VSD and be required to check for any virtual bullying or other untoward behavior on these sites. Phone calls to all students with social emotional supports will also help to mitigate any classroom management issues in the virtual environment.

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

LC teachers already create all curriculum internally, and the school purchases its online services. For an example of in-house LC curriculum, scaffolded for VSD use, see exhibits 1.j and 1.l Teachers will participate in the Professional Development session that covers fair use and copyright policies; this session will complement a session in which teachers are provided to write and adapt VSD curriculum with support.

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

Exemplars (with annotations about how to complete the work appropriately) will be included in every child's VSD packet. Teachers regularly create exemplars based on student-centered rubrics (see exhibit exhibit 1.m for an example rubric). Once packets are created, teachers will take time during the professional development day to begin creating exemplars for their Virtual School Day assignments.

e) Plan for all subject areas and student subgroups:

All teachers will spend time adapting a packet of work that can be sent home with students during the months of the year with the most inclement weather (November, December, January, February, and March). There will be a different packet created for each month, and each packet will contain three days of work across subjects and grades. Specialists will add graphic organizers and other scaffolds to these packets after they are created, and tape recorders will be sent home with students needing support with oral language. For an example of student plans adapted across subgroups, see exhibit 1.j.

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

Self-assessments will be included in each student packet. Online programs have built in assessment features, but these cannot be relied on because of a lack of internet access for every student. Instead, students are used to creating their own rubrics for all assignments across subjects, and will be responsible for using these to assess their progress at home. An example of an assessment rubric can be found in exhibit 1.m. Teachers will, in addition, include answer keys and exemplars in student packets so that students can effectively check their work. Finally, since many LC assignments are project-based, finished products brought from home will serve to assess student mastery of content.

g) Synchronous instructional supports for students seeking assistance:

There will be a phone line available for all students in the event of needing assistance with online work. In addition, all students who require additional assistance in accordance with a special plan will receive a tape recorder with assistance from their specialist in the event of a lack of internet access or electricity. Specialists and teachers will also call students according to a schedule, which is detailed in exhibit 2.g. Video will be available via Google classroom for students with internet access who are in need of support. Finally, scaffolds will be available in the packets that are sent home with students so that they can access exemplars and other supports at home.

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

All teachers will create packets that demonstrate comparable levels of rigor to online instruction that students may receive. Teachers at the Learning Community already adapt their curricular materials to be accessible through our online platforms as well as on paper. Though online options will be made available to students, all students will receive hard copy packets the day prior to any VSD to ensure equitable access to rigorous instruction and content.

3. Technology and Supports

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

Because the LC cannot support universal access to technology during VSDs, technology will be used as a support but not a central part of the required instruction during the school day. That said, the technology that we will offer students and the standards that we will apply to each piece of usable technology are detailed in exhibit 2.b

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

The LC already has a list of families without consistent internet access and/or electricity. The school already has an emergency fund that is used to provide services such as heat, hot water, and electricity to families with financial need. This fund is maintained by money raised by the school and all parents and students are aware of its ability to help if a family is in need. All students will be given hard copy packets, as was mentioned earlier, in the event of low access to technology. Equitable access will be ensured, as mentioned earlier because we will not be requiring students to use and access technology during the VSD.

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

Technological solutions will be detailed in teachers' plans for VSDs for students (see an example in exhibit 1.l). However, students will not be required to access technology in the event of power outage or lack of internet access.

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

All LC students and parents are already trained in internet safety and security each year, especially in the middle grades. Since our VSD plans do not require technology access, families do not have to use technology if they don't feel comfortable and/or are not able to monitor their children's use of technology. For our detailed acceptable use policy, see exhibit 3.a.

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

All students have already been trained in how to use online resources in their classrooms. Parents, as mentioned earlier, will be trained at special parent education cafes, which have already scheduled (detailed plans for these are available in exhibit 3.b).

f) Technical assistance and support offered during virtual Instructional days

Our Director of Technology Services will be available to answer technology related questions from students and/or staff during the VSD. We will have one number that all students, parents, and staff will have access to during VSDs so that there will be ease of access for students and parents who need it. Staff members to all have access to the number and will be made available during Virtual School Days so that the administrator who is staffing the number has the ability to reach all staff members.

Exhibit 1.A - Parent Permission Form and Student Approval Form (Including Translations)

Virtual School Day Permission Slip (Parents)

Dear Learning Community Families,

Beginning this winter, the Learning Community will be engaging students in a **Virtual School Day** when school is closed for snow days. The Virtual School Day plan will enable students at the Learning Community to continue to engage in meaningful work, even when school is canceled due to inclement weather. Sending students home with work during the Virtual School Days will also enable students to not have to make up any days that were missed due to snow at the end of the school year. This will support students in pursuing summer camp and job opportunities and will support families in planning trips in the summer months.

As the family of a Learning Community student, you should feel supported in assisting your student with their Virtual School Day work plan, but you are not obligated to provide any additional support during these days (we understand that many parents still must go to work during snow days at school). Below is a description of our Virtual School Day Plan:

Students will receive a packet of work the day before any possible Virtual School Day (i.e. the packet of work will come home in students' backpacks if snow is predicted for the following day). In addition there will be a phone number available for all students and families to call if they need help during a Virtual School Day. Any students who receive additional special services will recieve help from their specialist during the Virtual School Day.

If you have any questions at all about what will happen during the Virtual School Day, please don't hesitate to contact your child's teacher, advisor, or any person on the staff at the Learning Community.

Sincerely,

Meg O'Leary Sarah Friedman

Virtual School Day Permission Slip (Students)

Dear Learning Community Students,

Beginning this winter, the Learning Community will be engaging students in a **Virtual School Day** when school is closed for snow days. The Virtual School Day plan will enable students at the Learning Community to continue to engage in meaningful work, even when school is canceled due to inclement weather.

As students at the Learning Community, this is what you can expect from the Virtual School Day plan:

You will receive a packet of work the day before any possible Virtual School Day. In addition there will be a phone number available for you to call if you need help during the day from a teacher. Ask your teacher if you have any questions about the Virtual School Day.

Sincerely,

Meg O'Leary Sarah Friedman

Exhibit 1.B - Virtual School Day Proposal (For Board and Staff Approval)

Virtual School Day Proposal

Rationale
The Learning Community wishes to keep all students engaged in meaningful work in the event of inclement weather events. When school days are missed due to snow, students can fall behind in the curriculum; it is difficult to make up this lost time at the end of the school year by making up time in the summer.

Overview
In order to create a Virtual School Day for students, the school will provide packets of work for each student which will be handed to students if there is the prediction of snow. These packets will be renewed each month based on the current curriculum that is being studied in each subject area. They will contain three full days of school work, across subjects, for all students. When students return to school, a portion of the following school day will be spent by teachers and students going over the work provided in the packet.

Supports for ELL Students and Students with IEP and 504 Plans
All students who receive special services from the school will receive a phone call from the provider of that service. Any students who do not have consistent electricity access at home will be either provided access via the school's emergency fund, or will be given a portable tape recorder of their specialist or support person providing additional scaffolds needed for that student to complete the work (this might include additional explanations of questions, selected answers and explanations, speech and language practice exercises, and additional supports.

Technological Supports
Technological supports will be provided for students during Virtual School Days. Though students will have the option to access technology as a support, technology will not be a requirement during Virtual School Days because not all students can access the internet or have computer access at home.

24 Hour Staff Phone Line
An administrator will be available via a 24 hour phone line in case of any student questions, staff questions, or parent questions during the Virtual School Day. This administrator will be able to put teachers, parents, or staff members in touch with the correct person so that their question can be answered and/or support can be accessed.

Importance of Play/Outdoor Time
All Learning Community students will be encouraged to explore and play during the Virtual School Day as much as possible within the constraints of home environments. Though keeping up with classroom learning is important, developmentally appropriate exploratory activities will be included as options in any Virtual School Day Plan.

Exhibit 1.C - Plan for Staff Development Day to Prepare for Virtual School Day

[Date of Professional Development - TBA after RIDE approval)

Time	Activity/Topic	Purpose
8:30-9:00	Discussion of the "Why" behind the Virtual School Day	To get on the same page as a staff about why these days are important for students' retention of important content.
9:00-12:00	Preparing to support students with learning differences during the Virtual School Day	To support teachers in understanding the diverse needs of LC students and unique ways of meeting these needs (accommodated packets, recorded voices, phone calls) during a virtual school day.
12:00-1:00	Lunch	To continue to work on Virtual School Day Planning
1:00-2:30	Introduction to Virtual School Day Technology	To introduce teachers to technology options for students and families during the Virtual School Day.
2:30-4:30	Curriculum planning time (in grade level teams)	To give staff members time (with support) to begin developing rich curricular materials for students to engage with during their Virtual School Day.
4:30-4:45	Discussion of individual student plans (classroom teachers and specialists)	To discuss with specialists the individual needs of students who have special plans -- and the best plan of support for each of these students.

Exhibit 1.D - Plan for ½ Day Student Introduction to Virtual School Day Plans

Time	Activity/Topic	Purpose
8:30-9:00	Morning Meeting: Discussion of Virtual School Day Plan (Overview)	To give students a chance to get oriented to what a Virtual School Day will entail
9:00-11:00	Working through a 'sample' Virtual School Day Curriculum and practicing supports with teachers	To give students the chance to practice working independently with teacher and specialist support -- in preparation for work time at home during VSD.
11:00-12:00	Lunch and Specials	NA
12:00-3:00	Independent work with specialist pull outs	To give students with special plans a chance to to get oriented to Virtual School Day planning with the support of their special educator.
3:00-3:30	Office hours with families during pick up	To give kids and families a chance to discuss the details of the VSD with teachers.

Exhibit 1.E - Plan for Parent Communication about VSD

Date	Parent Outreach	Purpose
After RIDE Approval	Letter home to families (see exhibit 1.a)	To orient families to Virtual School Day Plan
Prior to first VSD	Parent Cafe with Virtual School Day Topic	To give parents a chance to ask questions and learn about how to support students during the VSD. To orient parents about how to sign in using Aspen.
Prior to first VSD	Contact from Director of Family engagement	To give parents a chance to ask questions one on one regarding the VSD procedures and how to support students.
After first VSD	Contact from the Director of Family engagement	To get a sense from families about how the first VSD went for students (likely a text message encouraging families to call/get in touch with feedback).

Exhibit 1.F - Aspen Login Information (these are examples from the official handbook - much information isn't printed here for confidentiality reasons)

Introduction to
The Learning Community's
Student Information System (Aspen)

The Learning Community maintains an extensive database of useful information about our students and school. This database is called Aspen. Our vision is that, through Aspen, all team members will have access to real-time information that helps them perform their work more effectively and efficiently.

IMPORTANT NOTE: SECURITY & CONFIDENTIALITY

Aspen contains **highly confidential** information about our students that The Learning Community is required to protect. **Please choose a secure password,** and **never share your password with anyone.**

Although all team members have Aspen accounts, access to information is on as-needed basis: The information you see in Aspen is specific to you and your role and is different from the information that other team members see. If you need access to additional areas of Aspen in order to perform your job, please contact Jeremy.

FOR SUPPORT

Running into a problem in Aspen?

1. From any page in Aspen, click **Help** and choose **Online Help.**
2. If Help doesn't help, **contact Jeremy Giller,** director of data and info systems, at jeremy@thelearningcommunity.com or 401.465.3423.

ACCESSING THE TEAM DIRECTORY

1. Click **Change View** and choose **School** from the drop-down menu.
2. Click the **Staff** top tab. You will now see a list of all current team members, with title, team, room number, email address, work phone number(s), student nickname, and Spanish-speaking flag.
3. To see a list **of Spanish-speaking staff,** click the funnel/filter icon and choose **Spanish-speaking staff** from the drop-down menu.

Exhibit 1.G - VSD Attendance Policy

Virtual School Day Attendance Policy

Student Sign-In
All students and/or families will sign into Aspen (the Learning Community's online learning management service) to mark their own attendance. Students without internet access should not worry about signing in. Families who are leaving students in care can sign in for them prior to leaving for work (i.e. the sign in timing can be earlier than the start of the school day).

Following Up with Students Who Aren't Signed in
At 8:30AM (the official start time of school), all teachers will check Aspen to ensure that students have signed on correctly. If a student isn't signed on, the classroom teacher will call that student's family to check students in. If students cannot be reached via phone, they will be marked 'absent' for the day. The following school day, any student who completes Virtual School Day work and returns a note signed by a guardian explaining why the student was unable to sign in for the day will be marked retroactively present. Students who do not produce both the work and the note will be marked absent for the day.

Absent Students
If a student misses the Virtual School Day for any reason, he or she will be given the chance to make up work based on each teacher's own classroom attendance policy the following school day. This work may include completing some or all of the Virtual School Day Packet.

Exhibit 1.H - VSD Attendance Note

Virtual School Day Attendance Sign-In

Dear Family,

You are asked to fill out this note if your student was present for the Virtual School Day yesterday but was unable to sign in online or via a teacher phone call. Please fill out the following form explaining why your student was unable to sign-in, so that the student can be marked present for the day.

My child _____ was able to complete the work in his or her virtual school day packet during the last snow day (or set of snow days).

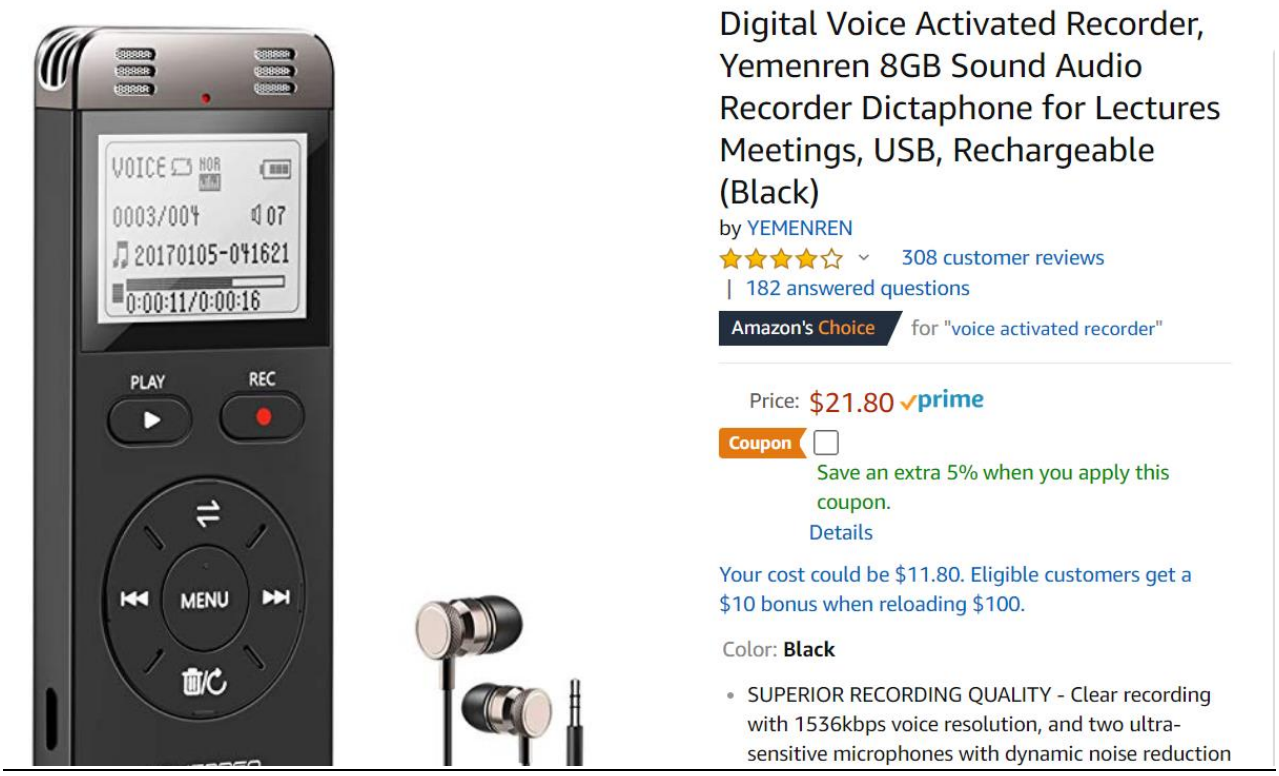
We were unable to answer the phone call or sign my child in to Aspen because:
_____
_____
_____
_____

Sincerely,

_____

Exhibit 1.I - Assistive Technology for Students with Special Plans

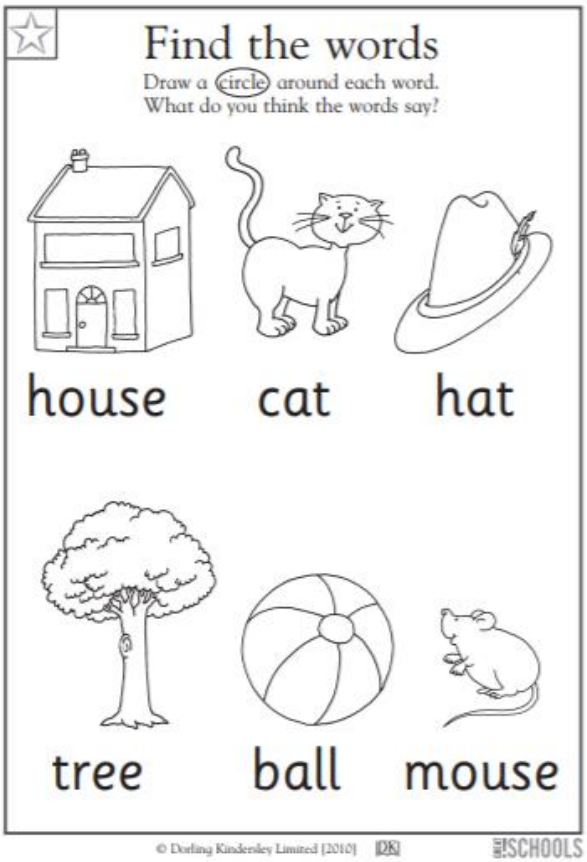
A voice recorder will be purchased for each student who receives special education services of any kind (including ELL, counselling services, IEP services, 504 plan services or any other relevant services). The voice recorder will be pre-recorded each month with special instructions from specialists regarding work completion, behavioral coaching, translation services or other services, as needed.



# of Student Receiving Services	Price of Recorder	Total Price
250	$21.8	$5,450

Exhibit 1.J - Sample Kindergarten Worksheet - Modified and Unmodified for ELL Student

Unmodified Version



Modified (Translated) Version

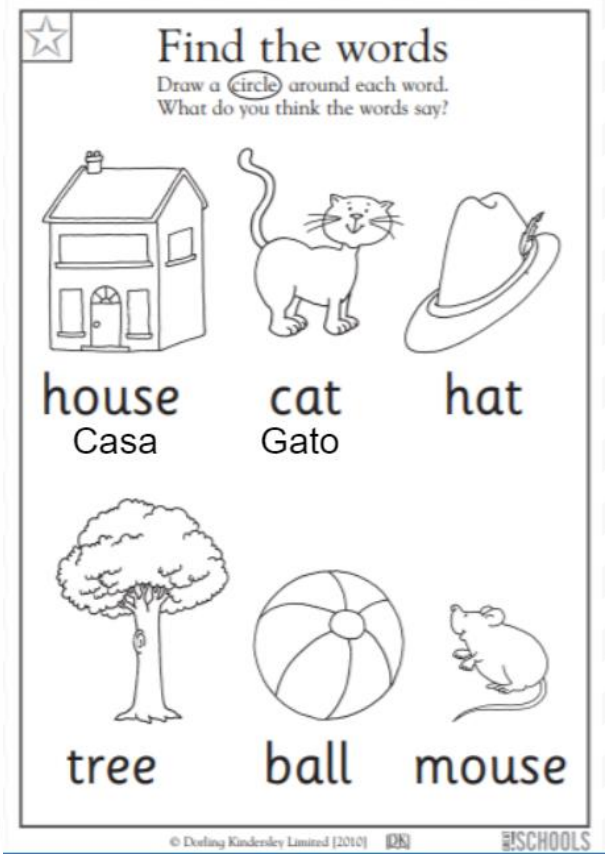


Exhibit 1.K - Protocol for Initiating Virtual Instruction Day

1. Heads of school will check https://www.snowdaycalculator.com/calculator.php each day between November and March.
2. In the event that the following day has a 50% chance or higher of a snow day being called before noon on the current day, the Heads of school will initiate the Virtual School Day Protocol.
3. Teachers will be notified via an email and announcement that the VSD protocol is in effect.
4. Teachers, who keep copies of their Virtual School Day plans in their classrooms (and update these monthly) will ensure that students go home with their VSD plans.
5. The Director of Family Engagement will send a text message notifying families of the Virtual School Day plan and follow up with families who do not respond to the text message.
6. Teachers will commit the final hour of the school day (2PM-3PM) to orienting students to their Virtual School Day work packets and expectations for the day.
7. Teachers and administrators will hold open Office Hours from 3:00-3:30 PM so that parents can ask questions about the Virtual School Day during pick up.
8. Any students who are absent the day prior to a Virtual School Day will be expected to make up their virtual school day work upon their return to school the following school day.
9. In the event of a snow day, guardians will be notified as usual (text, news bulletin) and will be expected to sign their students in to the Virtual School Day.

Exhibit 1.L - Sample Virtual School Day Plans (4th Grade Scope and Sequence)

4th Grade Scope & Sequence

	Science	Social Studies 2 days / week	Reading 5 days / week	Writing 5 days / week	Math 5 days / week
Sept		Our Classroom Community 9/4-11/2 (17 days)	Launching Reading Workshop & Book Partnerships: Noticing Patterns in Texts (21 days) 8/30-9/28 Book Clubs (23 days) 10/3-11/5	Writing Launch (30 days) 8/30-10/12	Launching Math Workshop and Place Value (18 days) 8/29-9/25 Multiplication I (19 days) 9/26-10/24
Oct				Writing Narratives (30 days) 10/22-12/7	Addition and Subtraction (*15 day goal) 10/25-11/16 (14 days)
Nov		Native Americans 11/5-2/1 (20 days)	Nonfiction Inquiry I: Native Americans (23 days) 11/13-winter vacation	Writing to Inform (30 days) 1/7-2/15	Fractions I (20 days) (thanksgiving – winter break)
Dec					Division I 14 Days 1/7-1/25
Jan		Talking Back to Stereotypes by Studying Nepal 2/5-3/30 (15 days)	Poetry & Narrative in Verse (21 days)	Writing to Persuade (30 days)	

Unit of Study: Comparative Understanding Across Genres Grade: 4th

Length of Unit (Approximate)	20-22 Days (February 27, 2017-March 29)
Big Idea What is the big idea students leave this unit knowing and/or developing? What will this look like throughout the unit?	Readers can compare contrast two different pieces of literature.
Goals What do I want students to learn as a result of this unit? What will student work look like at the end of the unit?	• Students will determine the theme, central message or lesson of a traditional tale • Students will compare and contrast themes across two traditional texts • Students will compare and contrast two versions of a story (one drama, one prose) • Students will compare and contrast poetry (poems with each other, poems with other forms of literature)
Standards Addressed Common Core Standards or RI GSEs*	CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem

Exhibit 1.M - Sample Student-Centered Rubrics

4	3	2	1	0
Your solution is correct. You answered the question and labeled your numbers. You proved your thinking all the way, and you used numbers, pictures, and writing. Your capitalization and punctuation are correct, and you used complete sentences. Your work is clear.	Your solution is correct. You answered the question and labeled your numbers. You proved your thinking. Your capitalization and punctuation are mostly correct. Your work is clear.	Your solution is correct, but you didn't prove your thinking all the way. Your writing is missing capitalization, punctuation, or complete sentences. ********** OR You proved your thinking, but part of your solution is incorrect.	You tried and showed your work. The solution is incorrect. ********** OR Your solution is correct but you didn't show much work.	You didn't complete the assignment.

Exhibit 1.N - Sample Data Collection Form for Virtual School Day Work Packet

Student Virtual School Day work will be graded on a four point scale (4 points for exceeding expectations, 3 points for meeting expectations, 2 points for approaching expectations, and 1 point for failing to meet expectations). Below is an example of a sample class' data regarding a work packet.

Subject	Math	Reading	Science	Social Studies
Student A	4	3	3	3
Student B	2	2	1	NA
Student C	4	4	4	4
Student D	2	3	3	2

Exhibit 2.A - Assistive Technology Used During Virtual School Day

Type of Technology	Description	Purpose
Google Classroom	From Website "Classroom is a free web service for schools, non-profits, and anyone with a personal Google Account. Classroom makes it easy for learners and instructors to connect—inside and outside of schools."	To allow students to access support and turn in assignments digitally.
IXL	From Website: At IXL Learning, we are passionate about creating and supporting the best educational technology possible. We develop first-of-their-kind products used by millions of learners, from children to adults. People count on us to make learning as effective as it can be, and we are deeply committed to solving the real-world challenges faced by students and teachers around the planet	To allow students access to an online service that will provide hints, support, and instructional supports in math.
myOn	From Website: A personalized literacy platform that offers learners easy access to great content!	To allow students access to an online service that will assist with vocabulary development and comprehension in reading.

Exhibit 2.B - Schedule for Contacting Students in Need of Special Supports

Contact Person	Who to Contact	Purpose
Classroom Teacher	Any students who don't sign in to the VSD or any students who contact the emergency phone line in need of specific support.	To generally support students in need of assistance on VSD packet.
Specialist	All students on his/her caseload -- specialists should reach out via phone/text/email to each student that he or she works with. In addition, all students on the caseload should receive a special recorder with additional, verbal supports.	To provide an extra layer of support to students with specialized learning plans.
Administrators	Any students who prove difficult to reach and/or those students who are chronically absent from the Learning Community.	To provide a third layer of support for the students most in need of supports during the Virtual School Day.

Exhibit 3.a - Acceptable Use Policy

The Learning Community Charter School

Technology acceptable use policy

Computer (including handhelds and peripherals), network, and Internet access is a privilege available to students at The Learning Community Charter School. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. These guidelines are provided so that students are aware of the responsibilities required to use this technology. Please read this document carefully and sign at the bottom. Computer use at school may be revoked if a student does not adhere to the guidelines below. Internet usage policies also apply to students accessing the internet with personal smart phones or other technology.

1. Acceptable Use: My use of computers, the Internet, Online accounts (such as Google accounts) and the school network must be in support of education and research within the educational goals and objectives of The Learning Community Charter School. Transmission of any material in violation of any U.S., state, or school regulations are prohibited. This includes copyrighted material, threatening or obscene material, or material restricted by school policy or staff. The school network includes the use of school computers (including handhelds), and computer peripherals, as well as the use of school network services such as the Internet, school e-mail / web services accounts, and network file folders. Students should have no expectation of computer privacy, as the school may monitor computer, e-mail, and Internet use.

2. Personal Responsibility: As a member of my school community, I will accept responsibility for proper use of school technology and for reporting any misuse of technology. My use of school technology will meet the guidelines below:

· I will respect the privacy and dignity of students and teachers at all times. I will not use, copy, or delete another user's files, folders, or passwords.

· I will keep my own passwords private and I will not share passwords with a friend.

· I will use appropriate language by refraining from the use of profanity or insulting language. Offensive messages that originate outside of school, but disrupt the school's educational process may be subject to school consequences.

· I will respect school equipment, including an absence of vandalism or computer viruses.

· I will only use software that is pre-approved by the technology coordinator and\or my teacher at The Learning Community Charter School.

3. Internet Safety: the Internet provides opportunities to access new resources, but it also provides unique risks to students. The Learning Community Charter School provides filtered access to the Internet on nearly all school computers, but to ensure my safety on the Internet, I will follow the guidelines below:

· I will not give out on the Internet personal information such as my full name, phone number, or address.

· I will not give out on the Internet personal information about someone else such as his or her name, phone number, or address.

· I will not correspond or meet with someone through the Internet without the pre-approval of a teacher.

· I will only access or download sites appropriate for school classes or activities.

· I will immediately report any technology use that makes me uncomfortable or violates school policies.

4. E-Mail / Communication Safety: E-mail and other online communication services provide opportunities for students, but they require careful use. I will follow the guidelines below when using school computers/accounts:

· Social Media (including, but not limited to Facebook, Twitter, Snapchat and Instagram), Instant messaging and chat rooms are prohibited.

I will adhere to all of the aforementioned guidelines in this Acceptable Use Policy when using a school provided e-mail account or other school provided computer service at school or another location. The Learning Community Charter School may filter or monitor school provided student accounts or other school provided computer services regardless of whether the account is accessed from school or another location.

I understand and agree to the provisions and conditions of this contract. Both student and parent must sign and return this form to The Learning Community Charter School to continue using computers.

Student Name: _____ Grade: ____

(Print clearly.)

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Exhibit 3.b - Parent Cafe Agenda

Time	Topic/Agenda Item	Purpose
4:30-5:00	Introduction to Acceptable Use Policy	To orient parents to the policy that is currently in place at the Learning Community.
5:00-5:30	Practice with technology used during Virtual Instruction Days	To orient parents to technology options during Virtual School Days.
5:30-6:30	Social Media advice/lecture.	To provide input and advice to parents around the correct use of social media by students -- and to provide parents with information about how to protect their children when they are on the internet.
6:30-7:00	Dinner Provided -- Emergency Fund Options	To provide parents with information about the Learning Community Emergency fund and options for families seeking electricity and internet access during Virtual School Days.

Appendix:

Plan Submission Process

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

Virtual Instructional Day Application Review Rubric

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

Score: ____/6_

Culture and Management	No Evidence	• 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**