



One Newport

Newport Public Schools

Distance Learning Plan

# Culture & Management-Family Outreach

- Pre-K-1 teachers will communicate with families on a daily basis through email and phone.
- Teachers Grades 2-12 will use any one of the Google suite applications and email to communicate to students and families on a daily basis.
- Teachers in Grades 2-12 will take attendance on a daily basis through Google Classroom.
- Elementary and Middle School will use the homeroom teacher to log attendance into Aspen by 10:30am.
- All teachers and service providers will outreach directly to families if students are not participating, by phone or email.

# Culture & Management: Monitor for Attendance

- Google Hangouts Meet has reporting available showing all attendees, length of time in the meeting, etc... see below

The screenshot displays the Google Hangouts Meet reporting interface. On the left, a 'Summary' panel shows the meeting ID 'mwn-eisf-ezf' and a 'Select participants' list with seven email addresses, all of which are checked. The main 'Participants' panel shows a timeline from 11:10 AM to 11:25 AM. Six participants are listed with their names and email addresses, and their attendance is visualized as horizontal blue bars with icons indicating their status (e.g., microphone on/off, video on/off).

Participant	Attendance Period (Approximate)	Microphone	Video
dmrapoza@epschoolsri.com	11:10 AM - 11:25 AM	On	Off
epacheco@epschoolsri.com	11:15 AM - 11:25 AM	On	Off
jouellette@epschoolsri.com	11:17 AM - 11:23 AM	On	On
mkirkutis@epschoolsri.com	11:18 AM - 11:25 AM	On	Off
mmaguire@epschoolsri.com	11:15 AM - 11:25 AM	On	Off
nsulham@epschoolsri.com	11:20 AM - 11:25 AM	On	On

# Culture & Management Monitoring for Attendance

- NPSRI uses a cloud-based staff attendance tool called Frontline Attendance (formerly Aesop). Staff must adhere to the regular schedule for reporting absence (via Frontline portal)
- Student daily attendance will be verified by participation in Google Classroom, completion of work, participation in classroom assignments, outreach to teachers, or monitoring online activities that allow oversight.
- Staff(Grades 2-12) are to use Google Hangouts Meet as their 'virtual classroom' when applicable. Teachers are to join their virtual classroom and be available for students to join for roll call attendance and be available to assist students in need of help with their assignments.
- If the meeting is linked to the Google Classroom calendar, the student will be able to see that calendar in their Google Calendar. Otherwise, the teacher can post the Hangouts Meet link to the Google Classroom 'wall'.

[https://www.youtube.com/watch?v=Gbcrl\\_TLy8](https://www.youtube.com/watch?v=Gbcrl_TLy8)

- Google Hangouts Meet also will be created with a telephone conference bridge for students to dial into. This will be determined with teachers and students. Students must join the 'virtual classroom' each day. At which point they may leave the meeting to work on assignments independently, but are encouraged to jump back into the meeting to speak/chat with the teacher for assistance when needed.

# Culture and Management - Monitoring for Attendance

- Teachers in Pre-K- 1 will take attendance via completion of assignments and work logs.
- Teachers in Grades 2-12 will take attendance on a daily basis through Google Classroom or one of the Google Suite distance learning tools.
- Elementary and Middle School will use the homeroom teacher to log attendance into Aspen by 10:30 am on a daily basis
- High School will take attendance during their “Crew” advisory period by 10:30 am on a daily basis.

# Culture and Management- Attendance for Staff

All Newport Staff will use Frontline- Absence Management to log in their absence.

All Building Principals will continue to monitor daily attendance

Staff must adhere to the regular schedule for reporting absence through Frontline portal

# Culture & Management-On-Going Communication

- NPSRI is a cloud-first district; meaning all of our services, applications, and tools are cloud-based making them accessible from anywhere with an Internet connection. This includes all business productivity apps, Student Information Systems, educational platforms and support tools. Some examples are:
  - - G Suite Apps for Education
  - - Email
  - - One Newport APP
  - - Blackboard Connect (automated phone messaging system)

All of these tools will be utilized to continue to communicate with both families and employees throughout Newport. Principals also send a daily message to their school employees with updates.

# Curriculum & Instruction: Tools to Use

- (Gr 2-12) Google Classroom: Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.
- (Gr 2-12) Google Meet/Hangout/Chat: Virtual classroom tool
- (All grades) ASPEN: For student attendance
- (All grades) Frontline: For staff attendance
- (All grades) List of Resources provided for additional learning
  - [Google Classroom for Teachers Page](#)- additional G.C. support
  - [Discovery Education](#)- D.E. has put out resources for both teachers and students on how to best use their platforms for at-home, online applications.
  - [i-Ready AtHome](#)- K-5 math curriculum At Home resources
  - [iCivics Resources](#)- civics/social studies resources and curriculum for online learning
  - [Free Educational Subscriptions during Remote Learning](#)
  - <https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/VirtualLearning.aspx> -additional links from RIDE for online learning



# Curriculum & Instruction: Online Learning Drills

- (Gr 2-12) Teachers will set up Google Classroom Assignments/Links
  - How to:  
[https://docs.google.com/presentation/d/1PF8QJhDdQ40Y1bJW6-EyhmJJARth8nFo0fMJJ01QEqc/edit#slide=id.g7f17aa53d5\\_0\\_48](https://docs.google.com/presentation/d/1PF8QJhDdQ40Y1bJW6-EyhmJJARth8nFo0fMJJ01QEqc/edit#slide=id.g7f17aa53d5_0_48)
- (All grades) Teachers will give students time to work independently on assignments
- (All grades) Teachers will assist by student request, outreach and review of assignments
- (All grades) Teachers will provide feedback to students on their work

# Curriculum and Instruction

## PROFESSIONAL DEVELOPMENT ON CURRICULUM DESIGN

- (ALL GRADES) Professional Development for teachers and administrators in blended learning has been ongoing in the district for four years when Newport moved to the GOOGLE platform.
- (ALL GRADES) Newport technology leads have supported a professional development playlists to provide teachers choice as Newport moved through the GOOGLE suite.
- (grades 2-12) Teachers will be providing lessons through GOOGLE classroom utilizing a variety of online tools.
- (Pre-K- grades 1) Students will be working on grade specifics learning packets.
- (Pre-K ) Student assignments include activities from the Family Activity Cards found at [www.rields.com](http://www.rields.com), for parents and children to do together.

# Curriculum and Instruction Ongoing PD

- (ALL Grades) Teachers have also had professional development around differentiation and use a variety of online learning tools (iReady, IXL, Albert. Lexia, Achieve 3000, Reflex, NEBaseCamp, Unique, News2You, and Imagine) to support the learning for students.
- (Grades 2-12) A professional development plan is being designed to support teachers in learning tools to support distance learning. Google slides have been developed to support teachers with Google Classroom, Google Chat and Google Hangouts. Also 1:1 and group video conferencing will also be provided to support teachers implementing the distance learning tools.

# Curriculum and Instruction Design

- (ALL Grades)Newport teachers and staff are using the approved curriculum plans for all grade levels during the distance planning.
- (ALL Grades)Teachers are using the lesson plan template to support students' progress with the following;
  1. objective of the lesson
  2. participate in a learning opportunity
  3. practice the skill
  4. assessment on their learning
- (All grades)Students will have opportunities through online support to receive guidance and feedback on their progress and skill development.
- (All grades)Students and families will be given support by phone for those families not using technology.

# Curriculum and Assessments

- (Grades 2-12)Our current teaching staff utilize assessment platforms such as Google forms, IReady, Khan Academy, Achieve 3000, NEBaseCamp and IXL which gives teachers and students real-time feedback on their progress towards mastery of content and skills.
- (Pre-K - 2) Teachers will outreach with families through email and REMIND to assess progress on the distance learning packets.
- (All grades)Students and families will be given support and feedback by phone for those families not using technology.

# Resources to Support Distance Learning

- Education Companies Offering Free Subscriptions due to School Closings:  
<http://www.amazingeducationalresources.com/>
- Enabling Distance Learning using Hangouts Meet:  
[https://teachercenter.withgoogle.com/level\\_zero/edu\\_assets/images/Enabling\\_Distance\\_Learning\\_using\\_Hangouts\\_Meet.pdf](https://teachercenter.withgoogle.com/level_zero/edu_assets/images/Enabling_Distance_Learning_using_Hangouts_Meet.pdf)
- Welcome to your first day of Google Hangouts Meet:  
<https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet#level0-topvideo>
- With school closures, teachers can keep their lessons going remotely:  
<https://www.blog.google/outreach-initiatives/education/distancelearning-covid19/>

# TYPICAL DAY FOR PELL & SUPPORT STAFF

## Alignment to Curriculum

<b>School Administration</b>	<ul style="list-style-type: none"> <li>● Community Connection</li> <li>● Communication to parents</li> <li>● Staff Support</li> <li>● Student Support</li> <li>● Provide needed resources</li> <li>● Oversight of and modifications to all operations during distance learning</li> </ul>
<b>SEL Support/ Social Workers/ School Psychologist/ Behavior support</b>	<ul style="list-style-type: none"> <li>● Post SEL Curriculum supports on line</li> <li>● Be available for staff and students who may be struggling</li> <li>● Reach out to families of students in SEL Groups/ or withSEL goals on their IEP</li> <li>● Check In with students who struggled with behavior</li> </ul>
<b>Truancy Officer Translator Family Service Coordinators</b>	<ul style="list-style-type: none"> <li>● Support Attendance</li> <li>● Outreach to our ELL families</li> <li>● Phone Calls</li> <li>● Emails</li> <li>● Home Visits</li> <li>● Support students who are struggling accessing online materials</li> <li>● Provide Translation support to staff</li> </ul>
<b>Para-Professionals</b>	<ul style="list-style-type: none"> <li>● Assigned Teacher or Classroom</li> <li>● Student outreach for Special Education Students</li> <li>● Support teachers in creating online materials and lessons</li> <li>● Work with Sp. Educators to ensure students have accommodated materials</li> <li>● Help with Daily Communication with parents</li> <li>● Participate in online Professional Development</li> </ul>

# TYPICAL DAY FOR PELL & SUPPORT STAFF

## Alignment to Curriculum Cont'd

<b>Custodial Staff</b>	<ul style="list-style-type: none"> <li>● Deep clean of the facility</li> <li>● Utilize an empty building to complete tasks restricted due to student presence. Such ceiling repair, painting, etc...</li> </ul>
<b>Math and Reading Interventionist/Stem Tech</b>	<ul style="list-style-type: none"> <li>● Support Regular Education Teachers for lesson modification</li> <li>● Reach out to families of students they service to provide support for students</li> <li>● Provide technical support for teachers</li> <li>● Provide support with professional development</li> <li>● Complete daily communication logs</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>● Follow the distance learning student when organizing teaching time</li> <li>● The expectation for all staff is continued daily contact with all families.</li> <li>● Teachers are expected to email, call, or interact in some way with every family daily and also to take daily attendance. Student service providers are reminded to complete their daily communication logs</li> <li>● Ways of Communication             <ul style="list-style-type: none"> <li>○ Email</li> <li>○ Apps:remind: "classdojo" etc</li> <li>○ Closed Facebook group</li> <li>○ Zoom</li> <li>○ Webinar</li> <li>○ Phone call</li> <li>○ Google Classroom</li> </ul> </li> <li>● <u>Summary:</u> <ul style="list-style-type: none"> <li>○ Daily Breakdown:</li> <li>○ Minimum of 3 hours providing instruction and student support.</li> <li>○ Minimum of 1 hour made available for planning with colleagues and school/district admin or professional development</li> <li>○ Minimum of 1.5 hour for grading, emailing/phone calls and planning</li> <li>○ About 30min on checking in with students and attendance--which will decrease as we familiarize ourselves with the process.</li> </ul> </li> </ul>



**Kindergarten DAILY SCHEDULE:Day 1**

<b>Time</b>	<b>Activity</b>
15 minutes	Math-Practice counting to 100. Count by 10s. Use the number flashcards to practice the numbers 1-20 (21-30 are a challenge if your child would like it).
15 minutes	Read a book to your child or go on youtube and listen to a story. Have your child retell the story to you. Be sure to include the characters, setting, beginning, middle, and ending.
Take a break	Many crafts and activities are being posted if you need ideas. Although this is a suggested break, you know your child and when he/she needs breaks.
15-20 minutes	Math-Complete the teen activity sheet for the number 11. If there is extra time, go onto Iready and play a game for the timeframe.
20-30 minutes	Writing-Complete one of the writing activities in the packet.
Complete a special activity	Art, Music, Library or PE
10 minutes	Review the alphabet cards saying the letter, picture and sound.
15 minutes	Complete one of the consonant-vowel-consonant sheets or one of the other sheets provided.
15 minutes	Complete a handwriting sheet or practice your sight words.
10 minutes	Have your child read one of the leveled readers provided.

**Distance Learning sample Elementary Guideline for Grades 1-4**

<b><u>Time</u></b>	<b><u>Activity</u></b>
20 Minutes 2x weekly	SEL
60 Minutes daily	Mathematics
80 Minutes daily	Language Arts: Reading, Writing, other literacy related assignments
60 Minutes <b>Weekly</b>	Social Studies/Science
100 Minutes <b>Weekly</b>	Complete one special activity: PE
40 Minutes daily	Complete one special activity: Art, Music, Library or PE
Minutes TBD by proficiency WIDA level	EL: Based on student proficiency WIDA level to determine # of service periods

# TYPICAL DAY FOR TMS & SUPPORT STAFF

## Alignment to Curriculum

### Teacher Expectations:

- Provide at least three separate windows, of a minimum of 60min, for on-line virtual instruction/support for the assignments posted on your Google Classroom site. One window must end before 10am to permit for a.m. attendance to be taken.
- Are available for an hour a day to attend PD, virtual meetings with other teachers, virtual TMS PD, or virtual NPS PD. This time will be used as needed and instructed.
- Each week, check in with each student in their advisories to ask how they are doing, help them access materials if needed, and communicate with the Guidance Department, Dean's Office and TMS Admin as needed. Check-ins are to be completed through Google Hangouts. Students who could not be contacted are to be reported to [TMS-Deans@npsri.net](mailto:TMS-Deans@npsri.net).
  - Check-ins need to occur by Friday of each week.
  - It is also encouraged for teachers to contact students in your advisory to notify them to attend a virtual advisory at a scheduled time. Advisory sessions could be a minimum of 20-30minutes and could use Second Step resources, Restorative Circle practices, other TMS/NPS supported SEL activities or teacher directed activities and discussion prompts to support student well-being and promote communication, community and care.
- Reserve 1.5hr for grading, attendance, responding to all emails/phone calls (Admin,students and parents)

### Summary:

#### Daily Breakdown

- Minimum of 3 hours providing instruction and student support.
- Minimum of 1 hour made available for planning with colleagues and school/district admin.
- Minimum of 1.5 hour for grading, emailing/phone calls and planning
- About 30min on checking in with students and attendance--which will decrease as we familiarize ourselves with the process.

# TYPICAL DAY FOR TMS & SUPPORT STAFF

## Alignment to Curriculum

### **TMS Dean's Office**

- Deans will review attendance for the day and enter into Aspen.
  - Attendance details are sent to [TMS-Deans@npsri.net](mailto:TMS-Deans@npsri.net) by teachers before 1pm
- Dean's office will follow up with families if students are not attending virtual classes.
  - If persistent for 3 or more days they will contact TMS Guidance Office, and TMS Admin.
- Dean's office may be asked to handle communication from teachers addressing any discipline issues such as cyber bullying.

### **TMS Guidance Department**

- Guidance counselors will be available Monday through Friday.
- Guidance counselors will contact students and families via email or by phone regarding grades for those students whose most recent report card indicated academic concerns.
- Guidance department will monitor student Xello account usage and will add lessons through Google Classroom and through Xello in the coming week.

### **TMS Translator**

- Gaby is available for translations @ [mariaordonezmackey@npsri.net](mailto:mariaordonezmackey@npsri.net)
  - For fastest translations, use Google Translate and provide Gaby with both the English and Spanish translations
  - Ideally the directions are translated for students with WIDA proficiency levels 1.0-2.9
    - EL students with a WIDA proficiency of 3.0 do not require translations

## TYPICAL DAY FOR RHS AND SUPPORT STAFF Alignment to Curriculum

Period	Monday	Period	Tuesday	Wednesday	Thursday	Friday
<b>A</b>	1	<b>A</b>	1	2	1	2
7:30 - 8:10 am		7:30 - 8:50 am				
<b>B</b>	2	<b>B</b>	3	4	3	4
8:14 - 8:54 am		8:54 - 10:14 am				
<b>C</b>	3	<b>C</b>	Crew	Crew	Crew	Crew
8:58 - 9:38 am		10:19 - 10:44 am				
<b>D</b>	4	<b>D</b>	5	6	5	6
9:42 - 10:22 am		10:48 am - 12:36 pm				
<b>E</b>	5	<b>E</b>	7	8	7	8
10:26 - 11:08 am		12:40 - 2:00 pm				
<b>F</b>	6					
11:12 am - 12:32 pm						
<b>G</b>	7					
12:36 - 1:16 pm						
<b>H</b>	8					
1:20 - 2:00 pm						

- Students and Staff will utilize our typical daily schedule to shape and inform their school day.
- Student Attendance will be taken during the CREW period. The IT department will add a Crew time for Mondays to allow for attendance to be taken.

# TYPICAL DAY FOR RHS AND SUPPORT STAFF Cont.

Teaching Staff	<ul style="list-style-type: none"> <li>● Deliver online lessons (approximately 200 minutes - following daily scheduled classes)</li> <li>● Be available during typical school hours for students to gain support (7:30 - 2:00)</li> <li>● Take daily attendance during CREW (10:20 AM)</li> </ul>
Librarian/Media Specialist	<ul style="list-style-type: none"> <li>● Provide resources and content supports for staff as lessons are being created</li> <li>● Be available to staff to provide this support</li> </ul>
Special Education ELL Personnel Literacy Personnel	<ul style="list-style-type: none"> <li>● Deliver Special Ed. Service via phone or video conference (complete Service log to Candace)</li> <li>● Deliver ELL Service via phone or video conference (complete Service log to Ronilee)</li> <li>● Deliver Reading Service via phone or video conference</li> </ul>
Guidance Office (Inc. Clerk) College Advisor Social Worker License Mental Health Counselor Student Assistance Counselor School Nurse	<ul style="list-style-type: none"> <li>● Be available to support students, teachers and families (7:30-2:00)</li> <li>● Monitor and continue to communicate with students in danger of not passing/graduating</li> <li>● Monitor student attendance</li> <li>● Provide ongoing guidance for students (college, scholarships, etc...)</li> <li>● Connect with struggling students and families</li> <li>● Promote, support and monitor progress with Individual Learning Plan lessons</li> <li>● Collaboration with teachers to identify students in need of support</li> <li>● Make daily phone calls to support unresponsive students</li> <li>● Ensure students and families have what they need to participate in distance learning</li> <li>● Provide individual mental health service sessions via telephone or video conference</li> <li>● Ensure students are all vaccinated and have updated health records and medication</li> <li>● Assist in coordinating health services for ill students</li> <li>● Will track contact with families and students via a weekly service log.</li> </ul>

# TYPICAL DAY FOR RHS AND SUPPORT STAFF Cont.

<p>Dean's Office (Inc. Clerk) Athletic Director Behavior Support Personnel</p>	<ul style="list-style-type: none"> <li>● Monitor daily attendance</li> <li>● Collaborate with the Guidance Office</li> <li>● Be available for staff and students who may be struggling</li> <li>● Manage attendance incentive program             <ul style="list-style-type: none"> <li>○ recognition of students, crews and grade levels with top attendance</li> <li>○ Use of funding from CEATRI grant to provide awards for top attendance achievers</li> </ul> </li> </ul>
<p>Truancy Officer Translator CEATRI Personnel</p>	<ul style="list-style-type: none"> <li>● Support the Guidance Office</li> <li>● Outreach to our ELL families             <ul style="list-style-type: none"> <li>○ Phone Calls</li> <li>○ Emails</li> <li>○ Home Visits</li> </ul> </li> <li>● Support students who are struggling accessing online materials</li> <li>● Provide Translation support to staff</li> </ul>
<p>Para-Professionals</p>	<ul style="list-style-type: none"> <li>● Assigned to Depart or Case Manager as a support</li> <li>● Student outreach for Special Education Students</li> <li>● Support teachers in creating online materials and lessons</li> <li>● Work with Sp. Educators to ensure students have accommodated materials</li> </ul>
<p>Custodial Staff</p>	<ul style="list-style-type: none"> <li>● Deep clean of the facility</li> <li>● Utilize an empty building to complete tasks restricted due to student presence. Such ceiling repair, painting, etc...</li> </ul>
<p>School Administration</p>	<ul style="list-style-type: none"> <li>● Community Connection</li> <li>● Staff Support</li> <li>● Student Support</li> <li>● Provide needed resources</li> <li>● Oversight of and modifications to all operations during distance learning</li> </ul>

# Curriculum and Instruction (Plan for No Technology)

- Pre-K to Grade 1: Teachers have prepared 10 days of materials and sent them home with students. This included:
  - Worksheets/workbooks
  - Reading material
  - Online games/age appropriate sites
  - i-Ready lessons as appropriate
- Families who do not have access to technology have been provided chromebooks, hot spots for access to internet.
- Children with significant disabilities who can not access technology were given paper packets and service providers will be connecting with the families to provide the appropriate instructional opportunities.

# Supports for Special Populations

## Virtual Platforms and Strategies -

### English Learners/Multilingual Learners

#### English Learners/Multilingual Learners Faculty Responsibilities

- Each EL teacher is responsible to provide language development lessons and supports to EL students
  - provide each of your ELD class or groups lessons based on your curriculum and where the students are in regards to language acquisition
  - EL teachers will prepare lessons based on students' language proficiency ability. Lessons may be modified from general education instructional activities, where appropriate.
  - Students language strengths and needs will be addressed through the provision of accommodations and modifications to lessons created by the general education teachers.
  - Directions for each day need to be written on all assignments and need to be clear, explicit, and in many cases with an example. This is to ensure explicit understanding
  - Create a plan for accountability/monitoring student's work
- Provide students on your classes an avenue to access you virtually for communication during regular hours of each school day (email, Google Classroom, or other approved technology like Google Meet, Google Chat, Zoom). This may be a scheduled timeframe for certain students; if so, please provide a schedule to families- or to the the general ed classroom teacher.
- Students will need a list of all their log-ins and passwords for platforms that will be utilized at home, especially Imagine Learning
- Service Delivery Log (attached) should be completed and submitted each week for all services.

<b>ELD class/ group</b>	<b>Amount of Weekly Service Time/</b>	<b>Scheduled time and day to provide service</b>	<b>Does the family have Internet &amp; Computer? Y/N</b>	<b>Student was accessible this week? Y/N</b>
<i>Grade 1</i>	<i>5x/week</i>	<i>M &amp; Tu 10-12:30 available via email</i>	<i>Yes</i>	<i>Yes</i>



# Supports for Special Populations

## Virtual Platforms and Strategies -

### English Learners/Multilingual Learners

#### Special Education Faculty Responsibilities

- Service Providers will make contact with the families of students on their caseload. They will need to determine if families have a computer/internet available and if the student will be available to participate in instruction or if the family is declining instruction during the school closure.
- Service Providers will provide students on their case-management list an avenue to access them virtually for communication during regular hours of each school day (email, Google Classroom, or other approved technology like Google Meet, Google Chat, Zoom). This may be a scheduled timeframe for certain students; if so, a schedule will be provided to families.
- Service Providers will prepare individualized lessons based on students' IEP goals and objectives. Lessons may be modified from general education instructional activities, where appropriate.
- Students strengths and needs will be addressed through the provision of accommodations and modifications to lessons created by the general education teachers.
- Teachers will create a virtual lesson to practice in class / develop virtual norms for your class ASAP. This will allow students to understand what the virtual expectations will be.
- If students do not have Chromebooks to take home, they will need a list of all their log-ins and passwords for platforms that will be utilized at home.
- For students in alternate assessment programs, News2you or Unique lessons should be printed and sent home.
- If the student/family does not have access to a computer/internet, teachers will need to provide the work/lessons on paper or arrange for the family to receive a Chromebook.
- Service Delivery Log (attached) should be completed and submitted each week for all services indicated on the IEP, this will also serve as attendance for some students/class periods.

Student Name	Amount of Weekly Service Time/ Direct Instruction indicated on IEP	Scheduled time and day to provide service	Does the family have Internet & Computer? Y/N	Student was accessible this week? Y/N	Did parents decline service this week? Y/N
<i>EX: Harry Styles</i>	<i>5 hrs (math, rdg, wrtg)</i>	<i>T &amp; Th 10-12:30 available via email</i>	Yes	Yes	No

Supports for Special Populations  
Virtual Platforms and Strategies -  
Reading and Math Interventionists

**Reading and Math Interventionists Faculty Responsibilities**

- Each Reading teacher and Math Interventionist teacher is responsible to provide lessons to your students receiving support
  - provide each of your groups lessons based on your curriculum and where the students are in regards to your Scope and Sequence
  - Teachers will prepare lessons based on students' ability. Lessons may be modified from general education instructional activities, where appropriate.
  - Students strengths and needs will be addressed through the provision of accommodations and modifications to lessons created by the general education teachers.
  - Create a plan for accountability/monitoring student's work
- Provide students on your caseload an avenue to access you virtually for communication during regular hours of each school day (email, Google Classroom, or other approved technology like Google Meet, Google Chat, Zoom). This may be a scheduled timeframe for certain students; if so, please provide a schedule to families- or to the general ed classroom teacher.
- Students will need a list of all their log-ins and passwords for platforms that will be utilized at home
- Service Delivery Log (attached) should be completed and submitted each week for all services.

<b>Student Name</b>	<b>Amount of Weekly Service Time</b>	<b>Scheduled time and day to provide service</b>	<b>Does the family have Internet &amp; Computer? Y/N</b>	<b>Student was accessible this week? Y/N</b>
<i>Grade 3</i>	<i>2x/week</i>	<i>M &amp; Tu 10-12:30 available via email</i>	<i>Yes</i>	<i>Yes</i>

# Preparations

- Technology Provisions: Schools have surveyed families to determine if they have a device for each student and access to Wifi at home.
  - Free Wi-Fi grant applications by school level has been submitted by all schools
- Teachers brought home their laptops and ensure they have internet connectivity
- Chromebooks Distribution:
  - RHS all students have Chromebooks 1:1
  - TMS Chromebook pickup starting the week of (March 16-20) - Thursday and Friday
  - PELL Chromebook pickup for 2<sup>nd</sup> through 4<sup>th</sup> grade (March 16-20) - Thursday and Friday
- Google Classroom: Prepare your online classrooms a link on how to setup google classroom:  
[https://docs.google.com/presentation/d/1PF8QJhDdQ40Y1bJW6-EyhmJJARth8nFo0fMJJo1QEgc/edit#slide=id.g7f17aa53d5\\_0\\_48](https://docs.google.com/presentation/d/1PF8QJhDdQ40Y1bJW6-EyhmJJARth8nFo0fMJJo1QEgc/edit#slide=id.g7f17aa53d5_0_48)
- All staff are able to sign-in to Google

# Support Staff & Paraeducators

- Attendance Officer
  - Will continue to support families where communication has broken down or if the student has not participated in distance learning
- Registration clerk
  - Registrations will resume utilizing online registration, phone contacts and a drop-off system for documentation
- Clerical Staff
  - Assisting with distribution of Chromebooks, supplies & materials to families
  - Continuing to perform clerical duties, including answering phones
- Paraeducators
  - Online PD
  - Will be assigned to departments at RHS so they can provide support to teachers in copying/ lesson planning
  - Contact Families that have not responded to previous attempts
  - Continue to support special education faculty & students as needed

# Support Staff & Paraeducators, cont.

- **Guidance Counselors**
  - Will reach out to families/students to perform at-risk counseling for students who may be in danger of retention, college counseling, post-secondary counseling, ILP check-ins, attendance & participation counseling, including ensuring that students are able to access distance learning and community outreach, record will be kept in ASPEN.
- **Mental Health Faculty**
  - Will utilize telecommunications or Zoom to “meet” with students who have service hours.
  - Will have open “office hours” for any family or student who needs assistance.
- **Nurses**
  - Will reach out to families who have medication at the school in order to facilitate returning the medication if necessary.
  - Will contact families that are missing immunizations or physical forms.

# Support Staff & Paraeducators, cont.

- Secondary Librarians
  - Will provide resources to teachers and will be available to students for assistance when needed
- Athletic Director
  - Will monitor student attendance and make family contacts in collaboration with the Dean of Students
- Dean of Students (secondary)
  - Will continue to contact families of students who may need additional support or who may not be accessing the distance learning
- Custodial Staff
  - Thorough Cleaning of all buildings
  - Interpreters
    - Will continue to work with School Administrators and faculty to communicate with families

# Support Staff & Paraeducators, cont.

- Technology Department Employees
  - Continue Chromebook distribution
  - Provide technical support through the “helpdesk”
- Reading Specialists
  - RHS- assigned classwork for each period of students
  - TMS & Pell-Will need to provide services to those students on the caseloads
- Math Interventionists (Pell Only)
  - Will need to provide services to those students on their caseload

# Communication/Outreach for Families

Teachers and Staff are able to forward their classroom phone numbers to their cell phones to ensure privacy of their number.

If we use the extension option teachers would provide the main building number and their extension number. For example, to reach Kimberly Behan - parents dial Administration main number 847-2100 then dial extension 1926

To forward calls - from the classroom phone press cfwd (call forward) then enter the number to forward the calls to.

Teachers and Staff can use REMIND for group messages

Teachers and Staff can connect with individual and groups of parents through email



# ONLINE SUPPORT FOR STUDENTS and PARENTS

During the distance learning PARENTS will have access to “helpdesk support” For access to the Help Desk, the phone number is 1-800-253-7122. The email address is [helpdesk@npsri.net](mailto:helpdesk@npsri.net).

If at all possible, we would prefer that parents make the initial contact to Help Desk for support versus the students. Once the tickets come into the queue, the Help Desk will address what they can remotely and then forward the tickets that they cannot address to the onsite IT Team for response and support.

## Google Classroom Supports for Parents and Students

<https://docs.google.com/document/d/1sjkaQO1dvw8b3I4bDhzlKQDowxJfmt-WTCi2b8oNKYU/edit?ts=5e6a6fab>

# Communication/Outreach to Families

Parents should be able to answer these questions based on our school / district communication

1. How will staff communicate with students and parents?

All parents will be contacted starting on Monday by their teachers by phone, email, Google Classroom

2. How will staff deliver the course work?

Students Pre-K to 4 will be working out of distance learning bags for week one and will transition to Google Classroom week two grades 2-4.

Teachers 5-8 will be using Google Classroom to deliver the course work.

Teachers 9-12 will be using Google Classroom to deliver the course work.

3. How will your students participate/engage in the course? Students will interact with their teachers through Google Classroom and other online tools as well as through daily communication by email and phone. Parents of our Pre-K- 1 will be interacting with the teachers through email.

## Communication to Parents, Cont.

1. How will you assess students and what are your submission deadlines?  
Teachers will use Google Classroom to assess progress as well as other online tools such as Khan Academy .
2. What are your office hours and how will you communicate with students and parents during office hours (email, virtual , phone)? Teachers will share a specific time to their families for emails and calls. Teachers have the ability to have their classroom phone numbers forwarded to their cell phones.
3. How will teachers and staff communicate to parents who are not responding to emails? Teachers will call, reach out to Dean, Guidance, and Attendance Officer.

# Additional Requirements

1. Cleaning of all buildings
  - a. Custodial Staff have been provided with the recommended supplies and requirements that were provided by the D.O.H.
2. Plan for Days out of School
  - a. NPS will comply with RIDE recommendations in regards to school closure & distance learning.
3. Review of Sick Leave Policy-
  - a. All employees will continue to utilize our online platform to record attendance.
4. Review of attendance policy-
  - a. Student attendance will continue to be monitored via the online platform. Teachers will record this information as described previously in the plan.

# Resources Dissemination of Books, Materials, & Technology

Book bags were developed Pre-K-4 and distance learning packets were made in both English and Spanish

Book bags were also handed out to families at daily lunch pick up

Parents were assigned specific times and locations to pick up Chrome books and paper distance learning packets.

Each Chrome book pickup site provided translation services and offered a variety of times to support a variety of schedules.

Daily lunch pick up is at two sites; Pell Elementary School and Martin Luther King Center. This is ongoing on a daily basis.

The Attendance Officer is supporting families who need transportation to pick up chromebooks and distance learning packets.

# Overall Plan

Each week Principals and Directors will assess the success of the plan based on student attendance, completion of assignments and daily outreach.

At the end of the first week we will review the above data

At the end of the first week we will survey teachers, students and parents on their experience of the distance learning plan.

Newport will use the data from the surveys and anecdotal data to help determine the action steps for improvement.