



# Little Compton Public Schools Distance Learning Plan

## Summary

Please see the attached evidence and procedures of the Little Compton School Department Distance Learning (DL) Plan. The school year must consist of 180 instructional days, but in the event of building or local emergency, there may be a need to close schools. With this plan in place, valuable instructional time may continue virtually by completing assigned work and submitting it using approved online tools. This plan is in accordance with RI Legislation Section 16-2-2 (c): "...allow the schools to conduct instruction through virtual education when the schools have been closed due to inclement weather or other emergency..."

**Submitted: 3/18/2020**

<b>Summary</b>	<b>1</b>
<b>Culture and Management</b>	<b>3</b>
<b>Stakeholder Approval</b>	<b>3</b>
School Committee Approval	3
Secured agreements with all bargaining units	3
Plan for participation in virtual instructional days including communication to staff, students, and families	4
Method for determining all staff and student attendance	5
Plan for the accessibility of student services	5
Defined protocols for instituting and communicating the activation of a Distance Learning Plan	8
Process for monitoring the implementation and evaluating the efficacy of distance learning and a method to share results with RIDE	9
<b>Curriculum and Instruction</b>	<b>10</b>
Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:	10
Professional development on instructional and classroom management practices for virtual environments:	10

Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:	11
Instructional exemplars constructed to progress student learning in support of course objectives:	11
Plan for all subject areas and student subgroups:	11
Tools to facilitate assessments to ensure student engagement and mastery:	13
Demonstration of comparable levels of rigor between online and offline instruction:	14
<b>Technology and Supports</b>	<b>14</b>
Technology standards that support complete access to online learning services and resources utilized during Distance Learning:	14
Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:	15
Technical solutions provided and/or supported for modifications and/or accommodations during distance learning days:	15
Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources:	16
Training provided to staff, students, and (if applicable) families on how to access and use online services and resources:	16
<b>Support staff during Virtual Instructional Days</b>	<b>16</b>
School Counseling and Guidance:	17
Administrative Assistants:	17
Technology Support Staff	17
<b>Food Services Plan for Distance Learning Days</b>	<b>17</b>

This plan has been adapted from a model shared by East Providence and aligned to Little Compton Public Schools and our tools, resources, policies, and practices.

# Culture and Management

## Stakeholder Approval

Title/School	Date	Signature
Superintendent of Schools: Laurie Dias-Mitchell		
Principal of Wilbur & McMahan Schools: Sonya P. Whipp		
Director of Information Technology: Jonathan Gabriel		

## School Committee Approval

The Distance Learning Plan has been preliminarily approved by the School Committee, contingent on the fact that it be the basis of a formal Virtual Learning Plan to be submitted to the state following the resolution of the COVID-19 pandemic.

Title/School	Date	Signature
School Committee Chair: Patrick McHugh		

## Secured agreements with all bargaining units

Due to the nature and timeline of this plan as a response to the COVID-19 virus outbreak, no additional agreements have been secured at this time. The district acknowledges that Distance Learning Days will be different from the average school day, and these days are designed to closely mimic school days. The intent is to provide a 'work from home' experience for the teaching/support staff facilitating and assisting with virtual learning in the event employees are unable to report to work. The plan was designed with an effort to adhere to contract schedules, prep and meal times. All teachers and staff that would be required to work remotely if the need arises are issued a device from the district. A device may be requested from the Technology Department for anyone who does not have one available to work remotely.

The validity of any planning within this document made in the immediate period leading up the COVID-19 outbreak is only applicable as long as the response warrants its use. It is the intent of the Little Compton School Department to continue to develop this document as a Virtual

Learning Plan after this current situation, including fully meeting all requirements outlined herein, and maintaining it for future use in the event of future emergencies, school closures, inclement weather, etc.

### **Plan for participation in virtual instructional days including communication to staff, students, and families**

Faculty and Staff: Administrators and representatives met and reviewed preliminary options for the tools and plan in early March 2020. Open communication and regular meetings between teacher groups, stakeholders, and school administrators and support staff have been used to continue evaluation and refinement of planning, professional development, content, and resources available.

All faculty are being provided with ongoing professional development opportunities dedicated to setting standards and training with resources that will assist them in holding their classes virtually. Teachers have been instructed to bring their devices home, prepare virtual lessons, and test their technology at home to ensure access is available if/when virtual learning becomes a necessity.

An ongoing professional development plan is continually being improved to assist teachers in learning the tools necessary to facilitate virtual learning and remote assignments. At this time, the standards set by the school for the communication and distribution of work include the following:

- LCSD District Website
- ParentSquare
- Google Classroom
- Google Hangouts/Meet

Families: The district will distribute documentation and/or videos covering the concepts for students and parents to be familiar with, as well as communicate a daily protocol and schedule for how virtual work will be communicated and submitted.

For the duration of a school closure, ParentSquare will be used to disseminate all communications regarding protocol and procedure. Emergency outreach and preparedness information will be distributed to all families through multiple channels. For daily work, notifications will also be sent via this tool to parents with a summary of work assigned to their children, so that all parents and guardians have full transparency into the amount and type of work assigned, as well as expectations from their teachers.

We have completed the distribution of 1:1 Chromebooks (Grades 3-8) and iPads (Grades K-2) for every student in the district. All families were surveyed regarding their technology and wireless internet needs. All families that responded to the survey indicated that they have wireless internet access in their homes. The district will continue to evaluate the needs of families and provide support if necessary.

Students: All students will receive communications via ParentSquare (StudentSquare) and instruction will be delivered to them through a combination of those notifications, the above named tools, and other various web-based learning platforms.

### **Method for determining all staff and student attendance**

Faculty and Staff: School personnel will continue to use their current method of tracking attendance, which is to report all sick time and leave via Frontline Absence Management.

Students: For Grades 3-8, staff will use Google Classroom as their ‘virtual classroom.’ Teachers are to join their virtual classroom and be available for students to join for roll call attendance according to a daily schedule. **The district’s expectations follow a format containing a minimum of 5-15 minutes of introductory review and/or instruction on Google Hangouts, time either continued in Google Hangouts or offline for student independent work, and ongoing time throughout the day for students to reach out for questions and help.** This may be done via audio call only, screen sharing, or video call/webinar. Attendance will be determined based on a combination of activity logs and web-based meeting statistic information, and form-based collection when needed to supplement.

For Grades K-2, a form-based method of attendance will be distributed on a daily basis, and activity will be monitored via various online educational platform’s integrated analytics.

### **Plan for the accessibility of student services**

For students who receive specialized instruction in class and/or in a small group/1:1 targeted instruction, or for students who receive specialized instruction in “other location,” a specialized class in a public school setting (including APE):

Special education teachers in a co-taught setting will collaborate with teachers providing support and modifying assignments for students in Google Classroom or another platform that regular education teachers are utilizing.

Special education teachers will keep a log, similar to the following template for each goal on a child’s IEP. This will be communicated to the parent on a regular basis at the beginning of each week. This becomes a log for both the teacher and the student.

IEP Goal:		Service Delivery Time:	
Week of:			
Activity:	Directions:	Links and resources:	

### Sample Activity Ideas:

- Supplemental worksheets, activities, workstation activities to reinforce learned skills and concepts (can be sent via Google Classroom, ParentSquare, or another platform that students/families can access)
- Resources, such as the following, for teachers to access learn at home activities:  
<https://www.schools.nyc.gov/learning/learn-at-home>
- Reading materials including the Wilson reading system
- Online academic games using age-appropriate academic sites that align to goals
- District academic sites
- Accommodations such as Text-to-Speech and Speech-to-Text will be made available for students

### For students who receive speech and language services in Grades PK-8:

Speech Language Pathologists (SLPs) will use a template similar to the one above for each goal on a child's IEP. This will be sent to the parent digitally on a regular basis. This becomes a log for both the teacher and the student.

SLPs will check in directly by voice, video call, or email with each student and/or family each day (or as close as possible should scheduling conflicts arise) the service is provided, consistent with the IEP.

### Sample Activity Ideas:

- Supplemental worksheets, activities, workstation activities to reinforce learned skills and concepts, sent via Google Classroom, ParentSquare, or another method students/families can access
- Online speech/language games using age-appropriate sites that align to goals
- SLP-generated list of resources, including:
  - YouTube videos of read-aloud books that contain questions
  - Mystery Doug activities
  - Speech websites that have free activities (i.e. Speaking of Speech, Mommy Speech), to be broken down by area and age/grade.
  - Using Scholastic's offer of free "learn at home" instruction to develop questions for language students to answer or share "I wonder" questions based on the topic (<https://www.cnn.com/2020/03/15/us/scholastic-coronavirus-students-trnd/index.html?fbclid=IwAR1JB7fFXsRekc59ziH4tR5vO6l2x2x4ZoAwJHTidGm8tlhLn9frltZ5RhA>)
- Offline options:
  - Emailed lists of home strategies, depending on age and area
  - Daily calendar of "easy to implement" activities based on area and age
  - Workbooks or packets of activities for articulation

For students who receive specialized services from school psychologists and/or social workers, PK-8:

School psychologists and/or social workers who service students who require counseling as part of IEP services will call, video call, or email parent(s) on their caseload and arrange time to work with the student consistent with the IEP.

Internet-based SEL activities, games, books, etc can also be sent home to students. This can then be discussed over the phone/internet-based meeting app. A log of the service time will be kept by each school psychologist and social worker.

For student who receive OT, PT, and other related services PK-8:

OTs and PTs will use a template similar to the one above for each goal on a child's IEP. This will be sent to parents via email, ParentSquare, or another virtual platform used by the district at the beginning of each week. This becomes a log for both the teacher and the student.

For PK students who receive services in a regional special education preschool/Pre-K program:

Special education teachers will use a template similar to the one above for each goal on a child's IEP. This will be sent to parents via email, ParentSquare, or another virtual platform used by the district each week. This becomes a log for both the teacher and the student.

Sample Activity Ideas:

- RIELDS Fun Family Activity Cards
  - Developmentally appropriate activities for families to do together
  - All families have access to these on the RIELDS website for their use
  - Parents and children can do one to two activities (from the Family Activity Cards) together each day of home learning
  - Parents may download them at home
- Learn at Home Early Childhood Instructional Resources

For students who receive services in Project Search or NCRSEP Transition Academy:

Special education teachers will use a template similar to the one above for each goal on a child's IEP. This will be sent to parents via email, ParentSquare, or another virtual platform used by the district at the beginning of each week. This becomes a log for both the teacher and the student.

### IEP Meetings, Eligibility Meetings, & Evaluation Team Meetings:

If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while schools are closed via one of the above methods, so long as a student's parent or legal guardian consents.

Meetings will be held via conference call or another virtual platform. Case managers will contact team members to coordinate meetings.

### **Defined protocols for instituting and communicating the activation of a Distance Learning Plan**

The following procedure is used to notify staff, students, and other stakeholders of their responsibilities during a Distance Learning:

1. Determination made to close the schools is made by the Rhode Island Department of Education, Department of Health, Superintendent of Schools or assigned delegate, or some combination thereof.
2. Approval to notify the public is granted by the Superintendent of Schools or assigned delegate.
3. Announcement of the closure and that the Distance Learning Plan is in effect will be provided to the *Rhode Island Broadcasters system (radio/tv)*.
4. An announcement will be made to all parent, employee, student, and community groups via the district's mass communication tool (ParentSquare).
5. The district's website will be updated with information on the announcement and materials/resources for families.
6. Protocols, schedules, and information are distributed to parents, students, staff and the community as appropriate.
  - a. Staff must adhere to the established schedule and communication plan.
  - b. Staff will continue to report absence via Frontline.
  - c. Students sign into their G Suite account and start work at regularly scheduled school times.
  - d. Students will have a check-in process where teachers and/or district will be able to validate if students are present for online instruction.
  - e. Students are expected to, on average, work for a comparable amount of time that they would be receiving instruction during a normal school day.
  - f. Parents are expected to assist students in accessing their lessons, as well as ensure their children stay on task, complete their work, and follow all instructions sent by the school.
  - g. Students must submit all work to teachers within the timelines established by the teachers.

## **Process for monitoring the implementation and evaluating the efficacy of distance learning and a method to share results with RIDE**

**Procedure immediately following Distance Learning Day:** After any emergency closure requiring the district to have one or more Distance Learning days, faculty and staff will meet to assess that active period, and the success of the DL protocol will be reviewed. This includes:

- Discussion of what was and was not effective in facilitating virtual instruction
- Review attendance data for accuracy
- Review quality and quantity of submitted work
- Survey parents, students, and employees as separate groups for detailed feedback on:
  - Attendance collection process
  - Issues encountered with online tools and lessons
  - Issues encountered by students and families related to access
  - Feedback from teachers on quality of work submitted
  - Feedback from the community on clarity of instruction and communications regarding protocol during the distance learning period
  - Suggestions for future virtual instruction days
  - Observations on differences in effectiveness of strategy across various grade levels
- Compiling all findings into a case analysis and comparing to past results

**Yearly Review/Planning Procedure:** The district will form a committee of representatives from all parties involved in distance learning to reevaluate/update and have approved by all required parties this policy and procedures annually as the needs and capabilities of distance learning change rapidly. Revised policy and procedures will be submitted to RIDE for approval. The annual review will include but is not limited to the following:

- Review of tools for teachers and students
- Verify professional development meets the needs of the staff and update as necessary
- Review of staff technology to ensure they are able to facilitate virtual learning with minimal technical disruption
- Evaluate data on at-home technology for families and determine if the district can take any action to bridge the gaps of homes not equipped with technology or access

## Curriculum and Instruction

### **Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:**

Professional development for teachers and administrators in deeper learning strategies utilizing extensive technological integration has been ongoing in the district for several years. It has been through this professional development that teachers and administrators are now well-versed in strategies to leverage the use of technology to support all learners. To ensure that we are providing all students with appropriate, rigorous learning opportunities on our virtual instructional days, we will be leveraging the use of the asynchronous lessons as a way of providing clear, cohesive, lesson structures. Teachers have had professional development around differentiation and the use of online asynchronous learning platforms to personalize learning for students, and we endlessly seek out new ways to provide more effective tools and increased training to all teachers.

### **Professional development on instructional and classroom management practices for virtual environments:**

A professional development plan is being tailored to assist teachers in learning the tools necessary to facilitate DLs and remote assignments. Many of these tools are currently being used by most teachers, administrators, and students throughout the district. At the time of writing, the focal tools are:

**G Suite Apps for Education** - Students and teachers leverage these tools to collaborate, communicate, and create digitally.

**Google Classroom** - Primary tool for teachers to assign work to students. Students complete all assignments directly in Google Classroom or in another Google App (Docs/Sheets/Slides) and attach it from Google Drive to the assignment.

**ParentSquare** - A communication platform that allows for managed, secure, two-way communication between parents or students and the school. It centralizes and simplifies individual chat, mass outreach messaging, and group-based announcements (i.e. by class section or grade) in one location, providing the ability to simultaneously inform parents and students of expectations during distance learning.

## **Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:**

**K-8:** LCSD will be using its designed and approved curriculum plans for all grades levels during Distance Learning. DL days will also leverage this time as continuous skill development for students by using online platforms to provide personalized instruction and, where applicable, gap closure for students. Typically skills in math, reading, and writing are practiced asynchronously through the use of a station rotation model and our goal is to continue to develop those skills while asynchronous learning is happening at home. Direct instruction will occur synchronously through Google Hangouts/Meet, with supplemental, individualized help as requested.

**Pre-K:** The cornerstone of the RI Pre-K Curriculum and Philosophy are the Rhode Island Early Learning and Development Standards (RIELDS). Complete info and the standards themselves may be found at [www.rields.com](http://www.rields.com)

Activities that correlate with the RIELDS standards will be provided for all students in an offline format, but may be communicated digitally to parents via tools like ParentSquare.

## **Instructional exemplars constructed to progress student learning in support of course objectives:**

Through the use of asynchronous lessons, the district will support students' progress by leveraging strategies, such as the use of essential questions and formative assessment opportunities, to provide a continuous focus for and a periodic "pulse" on student learning. In each synchronous lesson, students will have the opportunity to be exposed to the essential question, participate in a learning opportunity, practice what they have learned, and finally debrief on their learning. Throughout this process, students will have access to their teacher via Google Hangouts/Meet in order to receive guidance, have questions answered, and to provide their own thoughts during class time with the teacher. Students will also utilize Google Classroom and Google Docs to get feedback from their teacher and other students when applicable. Because of the flexibility of these digital tools and the collaboration features embedded in each, they provide plentiful opportunities for students to get feedback on their progress towards mastery of content standards and skills.

## **Plan for all subject areas and student subgroups:**

All subject areas will be expected to participate in Digital Learning. Teachers will have scheduled check-in times with their classes. School days will be set up with assigned times for all subject areas, including special subject areas such as Art, Music, Computer Science, Physical Education, etc. Lessons may include teacher read-alouds and group discussions, teacher modeling and

demonstrations of math problems or writing processes, teacher modeling of artwork, or exercise routines through direct instruction or video, followed by opportunities for students to practice on their own. Every teacher in every subject would be expected to create appropriate rigorous learning experiences and to be available to support students.

Special educators and reading teachers would be available to work with students throughout the day.

Sample School Schedule:

<b>Grade Level</b>	<b>Time</b>	<b>Activity</b>
K-2	9 AM Daily	Morning meeting Virtual instruction Explanation of instruction for the school day
3-4	9 AM / 11 AM Daily	ELA/SS class meeting Math/Science class meeting Virtual instruction Explanation of instruction for the school day
5-6	9 AM / 10 AM / 11 AM Daily	ELA/SS class meeting Math class meeting Science class meeting Virtual instruction Explanation of instruction for the school day
7-8	9 AM / 10 AM / 11 AM / 12 PM Daily	ELA class meeting Social Studies class meeting Math class meeting Science class meeting Virtual instruction Explanation of instruction for the school day
Co-Curriculars	1 PM / 2 PM 1-3 Times per week	PE/Health Spanish Art Band Chorus Information Literacy Computer Science Library Media

## **Tools to facilitate assessments to ensure student engagement and mastery:**

Student engagement is important to the success of any learning experience, asynchronous or not. During asynchronous learning time, we plan on developing lessons that are engaging for students by:

- Designing lessons with the specific needs of different age groups in mind. Providing shorter, more direct tasks for our younger students with movement breaks, rewards, and more frequent check-ins will be imperative for the success of our younger students.
- Designing lessons for our older students connected to content objectives that teach concepts in an engaging manner, utilizing technology to have students self-assess, peer assess, and to receive feedback from the teacher will be imperative to the success of our older students.
- Providing opportunities for our students to collaborate in a meaningful way virtually, to participate in virtual hands-on learning opportunities, and to have multiple modalities to show mastery will increase authentic engagement for our students.
- Providing learning support through differentiation, modifications, and virtual face-to-face interactions will help to keep students engaged in rigorous learning opportunities inside their zone of proximal development and will stretch their thinking while decreasing frustration.
- Leveraging technology to redefine the learning experience through virtual field trips and science experiments, authentic problem solving, project-based learning, interactive video experiences, game-based learning, and student content creation across all subjects.

Student mastery will be addressed through formative assessments planned by the teacher.

Examples of formative assessment may include, but are not limited to:

- Achieve3000
- Go Formative
- Khan Academy
- IXL
- Google Forms
- i-Ready
- Google Classroom (rubric/grading)

This is only a sample of our online formative assessment options. Teachers may use more content-specific platforms such as code.org or when relevant to their content area.

## **Synchronous instructional supports:**

Staff will use Google Hangouts/Meet as their 'virtual classroom.' Teachers will join their virtual classroom during the appropriate time on the schedule, 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 link to join for students via ParentSquare or email groups.

Students must join the 'virtual classroom' for at least the first 5-15 minutes of each class while the teacher takes attendance and provides an introductory lesson. After which point, they may stay or leave the meeting to work on assignments independently, at the discretion of the teacher. They will have the ability to rejoin the video call if still ongoing, or reach out to the teacher during class for assistance when needed.

Teachers and administrators will continue to monitor active attendance utilizing Google Classroom, Google Drive, and other online applications students will be interacting with to complete work. Attendance will continue to be recorded in Aspen (SIS).

### **Demonstration of comparable levels of rigor between online and offline instruction:**

Through the use of the described lesson plan structure, students will be asynchronously guided through quality learning experiences with the use of prescribed lessons and synchronously through direct instruction. Teachers will guide students through learning experiences typically presented in the classroom, including key foundational teaching methods such as essential questions and formative assessment. Teachers will leverage technology to have students participate in virtual collaborative activities and to demonstrate mastery through a variety of methods typically offered in the classroom setting.

Differentiated lesson plans will be used to support all students, keeping in mind their own unique learning styles. These lesson plan changes will be made in conjunction with other specialized educators (ELL/special education teachers) to ensure individual students are being supported in the appropriate manner.

## **Technology and Supports**

### **Technology standards that support complete access to online learning services and resources utilized during Distance Learning:**

Little Compton is in the process of transitioning to a cloud service-based model, meaning many of our services, applications, and tools are already accessible from anywhere with an Internet connection. This includes virtually all business productivity apps, our Student Information System, education platforms, and support tools. Some examples are:

- G Suite Apps for Education (Email, Drive, Docs, Classroom, Hangouts/Meet)
- ParentSquare (and StudentSquare) for both mass and individual communication
- Screencastify, FlipGrid, WeVideo, and SeeSaw applications to be used as video response tools for students to demonstrate mastery.

- i-Ready and IXL: Personalized learning platforms focused on mastery of standards in ELA/Math
- Achieve3000 - Differentiated instruction designed to increase reading ability and comprehension
- Explore Learning Gizmos: Virtual hands-on learning simulator for Math and Science with built-in differentiation and support for students with learning disabilities and multilingual learners.
- PHET - online physical science and physics lab
- Learning platforms like Khan Academy will be leveraged in various subject areas to support personalized learning and accurate assessment of students
- Google Forms, GoFormative and similar applications will be leveraged for formative assessment of standards mastery.

The district provides teaching staff Chromebooks for their teaching needs. These devices will be ideal for operating virtual classrooms from home as they are equipped with a webcam and microphone. All students not having a personal device at home have been issued a Chromebook or iPad depending on grade level.

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

**Short-term plan:** All families responded to a survey we distributed asking for information about access to devices at home, number of devices available in houses with multiple students and access to home Wifi. Based on the results of these surveys, the district has prepared and completed the distribution of Chromebooks to all Grade 3-8 students who do not have one at home and iPads for Grades K-2.

**Long-term plan:** With annual information checklists, the district will ask for information about access to technology at home. This data will be maintained in our SIS and used to plan for distribution of devices needed if a future emergency occurs.

For students without internet access at home, several options exist, including educational [Kajeet/Verizon hotspots](#) with built in CIPA-compliant filtering, or [discounted residential broadband access programs for households with K-12 students](#). The district will proactively encourage and/or assist families to get connected via one of these options.

**Technical solutions provided and/or supported for modifications and/or accommodations during distance learning days:**

Please see the response to the “Plan for accessibility of student services” section above, as well as relevant answers under “Technology and Support” requirements.

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

Please reference the Little Compton School Department's [Technology Responsible Use Policy](#) and [Social Media and Text Messaging Policy](#).

Information sheets have been distributed with all loaned technology further explaining some of these capabilities and limitations when school-owned devices are accessing the internet from home connections.

## **Training provided to staff, students, and (if applicable) families on how to access and use online services and resources:**

Training for teachers will be a continuation of professional development already provided by the district relating to:

- Google Drive (including Docs, Sheets, Slides, Forms, etc.)
- Google Classroom
- Google Meet/Hangouts
- ParentSquare
- Other assessment/instruction tools mentioned in this document
- General Technology Skills

As well as ongoing training in the above and new tools, relevant professional development topics and opportunities as we make them available.

## **Technical assistance and support offered during Distance Learning**

The Technology Department will remain open and will be working from campus. In the event of a mandatory closure of the building, they will be working remotely. All tech support requests should be sent via email to a dedicated address provided to faculty and staff, which will forward to a team of technology facilitators - teachers and staff who have stepped up to lead their content areas or grade levels in the transition from in-person to virtual lessons. If unable to log a request online, phone support via the school's main number will be available for support. Assistive screen sharing/remote desktop software, such as LogMeIn or Google Meet to help troubleshoot further, is available.

## **Support staff during Distance Learning**

During Distance Learning, support staff will continue to support students with whom they typically work during a normal school day. They will keep in regular contact with the general education teacher whom they support in the classroom and assist with administration of virtual learning.

They will also keep in regular contact with the student with whom they work to assist them with completing assigned tasks and other support when applicable.

#### **School Counseling and Guidance:**

- Communicate with students electronically
- Counselors will establish virtual office hours
- Virtual office hours must equate to 2.5 hours per day online

#### **Nursing Staff:**

- Send out reminders and notices on behalf of LCSD for health and safety information
- Outreach to LCSD families/students with Individual Health Plans
- Continue required documentation digitally

#### **Administrative Assistants:**

- Some secretarial staff in the buildings have been provided remote access to a phone line as established by the district.
- All secretarial staff will be assigned duties by the building principal
- Emails for attendance need to be reviewed/recorded into the district SIS
- Communication with school administrators will assist with remote facilitation

#### **Maintenance and Custodians**

- Depending on the reason for school closure, maintenance and custodial staff may need to report to work.
- These staff are often critical to prepare the school buildings to be re-opened in a timely fashion. Plans will be provided as information is made available.

#### **Technology Support Staff**

- Technology support team will be fully available during Distance Learning to support staff, students and other functions and departments of the Little Compton School Department remotely.

#### **Business and Finance**

- District finance department has remote access for accounts payable and payroll and will be able to work remotely if the need should arise. Staff will be provided devices to use for work from home.

## **Food Services Plan for Distance Learning Days**

Families requesting it may pick up a prepackaged breakfast and lunch for their students each morning at the designated times and locations, at no cost to the family. Location and times to be announced. For families that are unable to make it in for pickup, we are also arranging a delivery program.