



SMITHFIELD

PUBLIC SCHOOLS

Virtual Instructional Day Plan

Submitted to the Rhode Island Department of Education on September 4, 2026

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- Method for determining all staff and student attendance
- Plan for the accessibility of student services
- Defined protocols for instituting and communicating the virtual instructional day
- Process for monitoring the implementation and evaluating the efficacy of virtual instructional days

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- Professional development on curriculum design for asynchronous instruction
- Professional development on instructional and classroom management practices for virtual environments
- Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements
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- Plan for all subject areas and student subgroups
- Plan for at least three cumulative hours of synchronous instruction:
- Tools to facilitate assessments to ensure student engagement and mastery
- Demonstration of comparable levels of rigor between online and offline instruction

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- Technology standards that support complete access to online learning services and resources utilized during virtual instructional days
- Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources
- Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days
- Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources

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

Technical assistance and support offered during virtual Instructional day

Introduction

Smithfield Public Schools believes that the most effective instruction takes place in our schools with educators and support staff. However, virtual instruction can be used to maintain the momentum of learning and minimize interruptions caused by school closures resulting from inclement weather or emergencies. Multiple approaches will be used to deliver virtual instruction depending on the grade level.

Culture and Management

A. Secured stakeholder support:

The support of stakeholders was obtained through a series of meetings with administrators and union representatives that took place in the fall of 2022. The plan was presented and changes were made with the feedback from the stakeholder groups including the Professional Development Committee, union leadership, administrative team, technology staff, and a sampling of parents including the Special Ed Parent Advisory Committee. The plan was then reviewed by stakeholders in September of 2026.

B. Secured local school committee approval:

The Smithfield School Committee voted on the approval for the use of Virtual Instructional Days on September 3, 2026.

Evidence:

- School Committee meeting agenda.
- School Committee Chairperson signature on application cover sheet.

C. Secured agreements with all bargaining units:

The NEA Smithfield and Smithfield Association of Teacher Paraprofessionals and Clerical Employees have agreed to the implementation of Virtual Instructional Days. Their signature on this application indicates agreement.

- Signatures on application cover sheet.

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

Virtual Instructional Days will be used to maintain the momentum of learning, minimizing the interruptions caused by emergency school building closures. All Smithfield students in grades PK-12 are provided with a Chromebook or other device according to individual needs.

The plan will be communicated to staff, students, and families through multiple means including distribution of the approved plan to staff and a webpage with Frequently Asked Questions, the approved plan, resources for Virtual Instruction, and support documents for staff and families. The announcement of a Virtual Instructional Day will be relayed through the district's notification phone & email system, district website, Facebook, Twitter, and local TV/radio stations.

The plan has been revised several times according to feedback from families and educators throughout the pandemic.

Evidence:

- Technology Support Site

E. Method for determining all staff and student attendance:

In order to determine attendance for all staff, a Google Form will be sent out on a Virtual Instructional Day. Staff should complete the Google Form at the beginning of the "school day". If teachers are taking a sick, personal day, etc. this should also be indicated in Frontline. Administrators will verify attendance.

Teachers will communicate with students, co-teachers, and administrators throughout the day via email, utilizing collaborative documents and/or video conferencing (Google Hangouts/Meet).

Certified Staff members are expected to work from home on Virtual Instructional Days from 8:00-2:45.

Paraprofessionals, 10-month Administrative Assistants, and Clerical staff will work from home from 7:30-3:00 (7.5-hour employees) or 7:30-3:30 (8-hour employees).

Students

If a child is going to be absent or unable to participate in virtual learning, families should notify the school by phone via the absence line. If the school is not notified of an absence and a child is not present on a synchronous learning day, an automated absence call will be sent. Daily attendance will be taken using Infinite Campus by the classroom teacher at the elementary level and period attendance will be taken at the secondary level. Attendance must be saved no later than the end of the period.

F. Plan for the accessibility of student services:

Digital instruction will be provided through Google Classroom/Google Suite to students in grades PK-12. Teachers, including itinerants and special educators, will develop and implement standards-based lessons for Virtual Instructional Days. Service providers and teachers will ensure that individual supports, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are available. Special Educators will make the necessary accommodations and modifications for students with IEPs.

Accommodations may include changes in the following: presentation of a lesson, instructional strategies, student response format and procedures, time/scheduling, and/or assignment structure. Modifications are the changes made to provide a student with opportunities to participate meaningfully and productively. Modifications may include changes in instructional level, content/curriculum, and/or performance criteria. Service providers will log all virtual services.

Accessibility features are built into our 1:1 devices and information on how to access and use them is included in both our Employee Guidance Document and our Frequently Asked Questions Document. Families and students may contact teachers via email.

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

Announcement of a Virtual Instructional Day will be relayed through the school's notification phone & email system, district website, Facebook, Twitter, and local TV stations.

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

The process for monitoring the implementation and evaluation of the efficacy of Virtual Instruction Days will be completed by the Administrative Team. After Virtual Instruction Day(s), the team will send surveys to students, families, and teachers to gauge the response to the systems and structures in place and to solicit suggestions for improvement. The district will also

evaluate efficacy by monitoring student and staff attendance and technical difficulties that may interrupt synchronous instruction. Once this information is collected, the committee will meet in order to identify any areas of concern and develop a plan to address such areas.

Curriculum and Instruction

A. Professional development on curriculum design for asynchronous instruction that considers developmental appropriateness:

Teachers in Smithfield proficiently utilize Google Apps for Education in regular instruction. Faculty will be provided additional professional development and refreshers as needed to ensure instruction that considers developmental appropriateness in the event of a Virtual Instruction Day. All lessons/assignments are standard-based with an identified objective, clear lesson description, and detailed student product description.

Evidence:

Google Teaching Center:: https://edu.google.com/intl/ALL_us/for-educators/overview/

“How to” Google Hangouts/Google Meet video: <https://youtu.be/8Cij-7BO2qA>

B. Professional development on instructional and classroom management practices for virtual environments:

Google Suite is the platform used in grades PK-12 to post student assignments, facilitate discussions, and submit work. Students regularly access Google Suite on typical school days. The Google Suite allows for collaboration among teachers and students in a number of ways:

- Google Classroom: Provides up-to-the-minute information for both students and teachers. Teachers use this product to post information, resources, and assignments. Due dates, rubrics, examples of high-quality work, grading, and feedback are easily provided to students. Students can see all resources and assignments, send comments and messages to their teacher, access and turn in work, revise and resubmit, and receive timely feedback as well as see grades.
- Google Documents, Slides, Sheets, and Drawings allow users to “share” their work so that multiple users can be in the same document, spreadsheet, slide deck, or drawing at the same time collaborating on content. Teachers can view students’ work as it is being completed and add comments to provide feedback and offer support.
- Google Forms can be used by teachers to create quizzes and gather input from students.
- Google Meets
- All students have school-issued emails and drive space.

C. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements:

All faculty will be provided professional development on creating content that is appropriate and meets fair use and copyright requirements. "Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use." <https://www.copyright.gov/fair-use/more-info.html>

Teachers utilize high-quality instructional programs inclusive of online teacher and student platforms that can be accessed from home. Each year, all staff members review and agree to the district's Acceptable Use Policy which outlines fair use and copyright requirements.

Evidence:

[Acceptable Use Policy](#)

D. Instructional exemplars constructed to progress student learning in support of course objectives:

Curriculum documents, pacing guides, and instructional rubrics are available to the faculty, staff, and school community via the district curriculum website. Each curriculum has articulated standards and rubrics. All virtual instructional lessons and assignments are tightly aligned with the articulated curriculum, instructional rubrics, and unit plans. Further, Google Classroom allows teachers and students to communicate freely, exchange work, collaborate, and explain as needed. Students are very familiar with how teachers use Google Classroom to post assignments and reference documents such as rubrics and class expectations.

Evidence:

[Curriculum website](#)

E. Plan for all subject areas and student subgroups:

All teachers, including itinerants and special educators, will develop standards-based lessons for implementation on Virtual Instructional Days. Service providers and teachers will ensure individual support, services, and accommodations for English Learners and students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan. The use of Google Classroom allows multiple teachers to individualize assignments and communicate with

individual students when appropriate rather than the whole class so that interventions can continue.

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

Virtual instructional days will be synchronous from 8:00-12:00 following a modified schedule (see below). This schedule provides 3.5 hours of instructional time. All students have been provided with Chromebooks or other specialized devices in order to participate in live lessons. All teachers have been provided with Chromebooks and document cameras. In the event that a school or district closure is anticipated to extend beyond three consecutive days, the school or district will transition to a full-day schedule of synchronous virtual instruction. This proactive shift ensures continuity of learning and minimizes instructional disruption. Implementing a regular, structured day of live, interactive teaching will support student engagement and academic progress while enabling the district to meet the state-mandated minimum of 1,080 school hours, including at least 990 hours of direct instructional time.

PreK Schedule

Elementary Schedule

	K	1	2	3	4	5
8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:00	Fundations	ELA	Fundations	Math	Intervention	Special
9:00-9:30	ELA		ELA		Special	Special
9:30-10:00		Math		Special		Math
10:00-10:30	Math	Intervention	Word Study			
10:30-11:00		Fundations	Special	Intervention		
11:00-11:30	Intervention	Special	Math	ELA	ELA	Math
11:30-12:00	Special	Intervention				

Middle School Schedule

Time	Monday	Tuesday	Wednesday (No Anchor)	Thursday	Friday
8:00 AM	Per. B	Per. D	Per. G	Per. A	Per. E
8:30 AM	Per. F	Per. B	Per. D	Per. G	Per. A
9:00 AM	10 Minute BREAK TIME				
9:10 AM	Per. C	Per. F	Per. A	Per. D	Per. G
9:40 AM	Per. E	Per. C	Per. F	Per. B	Per. D

10:10 AM	10 Minute BREAK TIME				
10:20 AM	Per. A	Per. E	Per. C	Per. F	Per. B
10:50 AM	Per. G	Per. A	Per. E	Per. C	Per. F
11:20 AM	Per. D	Per. G	Per. B	Per. E	Per. C
11:50 AM	EMAIL/Google Classroom CHECKS				
12:00 PM	LUNCH and End of Day				

High School Schedule

Period 1	8:00 - 8:40
Break	8:40 - 8:50
Period 2	8:50 - 9:30
Break	9:30 - 9:40
Period 3	9:40 - 10:20
Break	10:20 - 10:30
Period 4	10:30 - 11:10
Break	11:10 - 11:20
Period 5	11:20 - 12:00

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

Accountability for students will rely on the submission and assessment of work. Teachers will assess student work to determine if the student has met the instructional goals for the day. The actual amount of time online or engaged in a task is less important than the work produced and/or created by the student to demonstrate learning and mastery of learning targets. Teachers continue to use common rubrics for assessment and feedback. Google Classroom is the central hub for the distribution and collection of assessments and for providing feedback on progress toward mastery. Students will submit any paper-based assignments upon their return to school and receive feedback from teachers at that time.

Google Meet - Staff will use Google Meet as their 'virtual classroom'. Teachers join their virtual classroom during their scheduled time to provide synchronous instruction.

The following additional strategies will be utilized to maximize and assess student engagement and mastery:

- Collaborative work
- Check-In, Check-Out or Check and Connect for vulnerable populations

- Entrance or exit slips
- Class discussions
- Morning meetings (elementary Responsive Classroom)
- Frequent and actionable feedback
- Scheduled intervention periods (elementary and middle)
- Use of self-assessments to reflect on progress towards learning behaviors (i.e. organization, work completion, time management)
- Student surveys and polls

H. Synchronous instructional supports for students seeking assistance:

Teachers are available to all of their students through email and online within Google Classroom and the collaboration features in Google apps. Since all devices are equipped with a microphone and camera, students are able to receive real-time assistance as they would in class. Using Google Classroom, teachers share assignments, documents, spreadsheets, and presentations with students. Teachers and students are able to collaboratively edit those documents in real-time. Collaborators on a document can view, comment on, and make changes to the document. If a student is in need of additional assistance or has general questions and/or concerns, the student may email the teacher or technosps@smithfield-ps.org for technology assistance.

I. Demonstration of comparable levels of rigor between online and offline instruction:

Online and in-person instruction have comparable levels of rigor since all lessons are based on the same standards, outcomes, and expectations. In most cases, the same instructional materials are used. Slight adaptations are made in the delivery of instruction when it is provided virtually.

An effective virtual instructional experience will:

1. Provide students with modeling/demonstration/guidance material (i.e. video, podcast presentation, reading assignment, website module, exemplar).
2. Require students to apply what they have learned through a rigorous activity reflective of grade-level standards.

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

All CTE programs in Smithfield contain aspects of the curriculum that do not require in-person instruction. When virtual instructional days take place, CTE teachers adjust their instruction for the day and postpone activities that cannot be accomplished in an online setting.

Technology and Supports

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

Smithfield Public Schools has established various policies that outline the commitment to online learning services and resources.

Evidence:

- [Student Email Use Policy](#)
- [Staff Email Policy](#)
- [Acceptable Use Policy for Staff and Students](#)
- [Chromebook Policy](#)
- [Use of Social Media, Internet Sites, and Resources](#)

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

The district has wireless internet “hot spots” that can be loaned to families or staff members who do not have internet access. The individual schools do outreach to families to identify households in need.

C. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:

During Virtual Instruction Days, students will be supported by both teachers and special educators. Individual support, services, and accommodations for students with an Individual Education Program (IEP), Individual Learning Plan (ILP), or a Section 504 Plan are reviewed, discussed, and agreed upon at the student’s annual meeting, a Section 504 meeting, or general education plan meeting.

All Smithfield students have access to a number of technical solutions required for modification and/or accommodations during Virtual Instruction Days via accessibility features available on Chromebooks and other devices such as on-screen keyboards, enlarged fonts, audio, etc. Chrome users have access to apps and extensions such as Read and Write for Google Chrome, text-to-speech tools, zoom tools, and Google Translate. In addition, some students have access to iPads with specialized programs.

D. Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources:

Smithfield students have access to a number of technical solutions required for modifications and/or accommodations during Virtual Instruction Days that are also utilized throughout the school year. Chrome users have access to apps and extensions such as Read and Write for Google Chrome, text-to-speech tools, zoom tools, and Google Translate are available for accessibility use. Some students are in need of different or additional devices such as iPads which contain specialized applications. Students are able to bring these devices home for virtual instructional days.

Evidence:

- [Acceptable Use Policy for Staff and Students](#)
- [Student Data Privacy and Security Policy](#)
- [Chromebook Policy](#)

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

The staff has engaged in ongoing professional development on the use of technology in education. The specific hardware and software solutions chosen by our district for daily use in the classroom and throughout the district are the same ones that will be used during a virtual instructional day. No special training will be needed for our staff to be able to create virtual content, communicate remotely, locate high-quality resources, or collaborate with students as these skills are currently practiced daily. Likewise, our students engage in the use of online services and resources regularly as they are an integral part of our curriculum throughout the district. Families will have support in understanding how to access and use online services and resources through our Technology Support [webpage](#) and the learning & support links located there.

F. Technical assistance and support offered during virtual Instructional days

During virtual instructional days, families, students, and staff can email technosps@smithfield-ps.org for assistance. This email address can and will be monitored remotely during school closures and users' questions will be addressed via a return email or phone call. In addition, students and staff can use their school-issued Chromebook to launch a virtual help session. Using Chrome Remote Desktop, the technology department can connect to the device and assist users with use and configuration.

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