



For

## Providence Public School District

Submitted to the  
Rhode Island Department of Education on:

October 2, 2025

Plan Duration: SY 2025-265

Superintendent / LEA Leader: [Dr. Javier Montañez](#)

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Signature / Date

Commissioner / LEA Leader: [Angélica Infante-Green](#) or designee

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Signature / Date

Providence Teachers Union President / PTU Leader:

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Signature / Date

## Virtual Instructional Day Plan Checklist

The following components must be included in the Virtual Instructional Day Plan along with supporting evidence. The maximum number of virtual instructional days approved is limited to five per school year.

*\*Clearly label evidence. Indicate N/A if evidence is not included.*

1. Culture and Management	✓ Narrative Included	✓ Evidence Included*	
a. Secured stakeholder support	✓	1.a	
b. Secured local school committee approval	✓	1.b	✓
c. Secured agreements with all bargaining units	✓	1.c	✓
d. Plan for participation in virtual instructional days including communication to staff, students, and parents	✓	1.d	✓
e. Method for determining all staff and student attendance	✓	1.e	✓
f. Plan for the accessibility of student services	✓	1.f	
g. Defined protocols for instituting and communicating the virtual instructional day occurrence	✓	1.g	
h. Process for monitoring the implementation and evaluating the efficacy of virtual instructional days and a method to share results with RIDE.	✓	1.h	✓
2. Curriculum and Instruction	✓ Narrative Included	✓ Evidence Included*	
a. Professional development on curriculum design for virtual instruction that considers developmental appropriateness	✓	2.a	✓
b. Professional development on instructional and classroom management practices for virtual environments	✓	2.b	✓
c. Guidance on creating curriculum and content that is appropriate and meets fair use and copyright requirements (N/A)	✓	2.c	
d. Instructional exemplars constructed to progress student learning in support of course objectives	✓	2.d	
e. Plan for all subject areas and student subgroups	✓	2.e	✓
f. Plan for at least three cumulative hours of synchronous instruction	✓	2.f	
g. Tools to facilitate assessments to ensure student engagement and mastery	✓	2.g	
h. Plan to provide synchronous instructional supports for students seeking assistance	✓	2.h	
i. Demonstration of comparable levels of rigor between online and offline instruction.	✓	2.i	
j. Articulation of expectations for curriculum and instruction for programs of study requiring in-person instruction – e.g., CTE, WBL, NPSE	✓	2.j	
3. Technology and Supports	✓ Narrative Included	✓ Evidence Included*	
a. Established technology standards that support complete access to online learning services and resources utilized during virtual Instructional days	✓	3.a	✓
b. Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources	✓	3.b	✓
c. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days	✓	3.c	✓
d. Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources	✓	3.d	✓
e. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources	✓	3.e	✓

f. <i>Technical assistance and support offered during virtual instructional days</i>	✓	3.f	✓
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## 1. Culture and Management

a. Secured stakeholder support:

*Providence Public Schools leadership met as a cabinet for feedback. Draft documents were shared with principals and executive directors. PPSD included PTU leadership in the process. PPSD reviewed updates to this plan with DWAC and PAC.*

b. Secured local school committee approval:

District leadership met with School Board Leadership for review and signatures.

c. Secured agreements with all bargaining units:

*The Providence Virtual Learning plan was reviewed with the Providence Teachers Union  
Evidence: Signature on Page 1 by PTU President*

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

*Schools should continuously explore which students have access to the Internet at their residence. Providence Public School District will utilize many different modes of communication to inform stakeholders of when there will be a virtual learning day and the plan for what the day will look like. All communications are provided in our most common languages as appropriate. We will use online parent communication platforms, RI Broadcasting/media, social media, and emails in order to align messaging traffic with instructional priorities. School administrators will share the instructional plan for distance learning days with their staff. Plans will be reviewed and adjusted as appropriate.*

*If we know of a potential weather emergency the day before, teachers will preview the virtual day schedule and expectations with students. Teachers will also ensure that students have the appropriate technology that they can use in an alternate location in order to maintain learning opportunities.*

e. Method for determining all staff and student attendance:

*PPSD will use several different methods for taking student attendance on distance learning days, including but not limited to: Signing in on an online form, participating in either synchronous or asynchronous work, joining an online classroom, etc. Teachers will continue to mark attendance in Skyward.*

*For staff attendance, staff in affected schools will be sent a link to the online Frontline sign-in each morning by either district or school administrators where they will sign in. Additionally, schools will have a virtual check in with their staff at the very start of the teacher workday at each building. Per the collective bargaining agreements, the staff is expected to mark their absences in Frontline before 6:30AM and are expected to update their Canvas course with plans. If the absence is not reported in Frontline by 6:30 am, staff must contact their designated HR Employee Services Associate via email or phone to report the absence -  
Elementary PTU members: Melina Cunningham  
Secondary PTU members: Keron Aird*

*Principals will have access to each staff member's virtual classroom (refers to Canvas, Zoom, Google Tools, or Google Meets) and are expected to do a "virtual classroom visit" like the in-person classroom visits. Guidance counselors, culture specialists and clerks will support checking on students who have not logged in.*

*School Schedules:*

*Elementary Schools- Elementary Schools will follow their building's normal bell schedule synchronously online.*

*Middle Schools - Middle Schools will follow their building's normal bell schedule synchronously online.*

*High School - High School will follow their building's normal bell schedule synchronously online.*

f. **Plan for the accessibility of student services:**

*Students use Canvas for instruction for both in-person and virtual learning days. Periodically, the technology department sends out emails asking staff members to ensure that students' Chromebooks are functional. Our Chromebooks come with an accessibility feature as well that can be easily accessed. Teachers review these features with students throughout the course of the year.*

*IEP and 504 accommodations and modifications will be provided during virtual learning as required by individual student plans.*

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

*PPSD will utilize many different modes of communication to inform our stakeholders when there will be a virtual learning day and the plan for what the day will look like. Communication is shared with families in their preferred language including but not limited to our top languages: English, Spanish, Arabic, Swahili, Haitian Creole, Portuguese, Khmer, Pashto, & Quiche.*

*Once the Superintendent has made the decision to implement a virtual learning day, they will notify the PPSD Communication Lead. The Communication Lead will use online parent communication platforms, RI Broadcasting/media, social media, and emails to notify all stakeholders. All district communication is provided in our top languages.*

*If we know of a potential weather emergency the day before, teachers will preview the virtual day schedule and expectations with students.*

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

*Administrators can monitor synchronous learning and evaluate the efficacy of virtual learning in several different ways. Principals will have access to each staff member's online classrooms and are expected to do "virtual classroom visits" like in-person classroom visits. Administrators have access to the back-end user data on our digital platforms. In addition to viewing the assessment data, they can monitor how work is assigned to students and when and how long students are on the site.*

*PPSD will monitor the implementation and evaluate the efficacy of the virtual learning plan by using a variety of data, including staff and student surveys, principal and teacher cabinets, virtual classroom visits, students and staff attendance, and use of virtual platforms.*

## 2. Curriculum and Instruction

- a. Professional development on curriculum design for virtual instruction (both synchronous and asynchronous) that considers developmental appropriateness:

*Teachers have received extensive training over the past 3 years on our curriculum materials and their related online platforms. PPSD uses HQCM that are grade-level appropriate and provide ongoing professional development support. School communities including administrators, teachers, teaching assistants and students will continue to access digital learning platforms through the Canvas platform, the district Website, and any google doc links the teacher may provide.*

*PPSD utilizes the following curriculum and their respective digital platforms:*

- \*American Reading Company- (K-8 ELA)*
- \*StudySync (9-12 ELA)*
- \*Eureka2 - (K-5 Math)*
- \* Illustrative Math (6-12 Math)*
- \*AMPLIFY Science (K-8 Science)*
- \*OpenSciEd (9-10 Science – Biology and Chemistry)*
- \*Discovery Science (11-12 Science)*
- \*McGraw Hill Social Studies (6-11 Social Studies)*
- \*Vista Connect (K-5)*
- \*National Geographic Cengage (6-12)*
- \*McGraw Hill (K-5 for health studies)*
- \*Goodheart-Willcox Publisher (6-12 for health studies)*

*In addition, we have invested in supplemental platforms aligned to the curriculum, such as:*

- \*iReady ELA and Math (K-8)*
- \*ST Math (K-5 Math)*
- \*Imagine Math (6-12 Math)*
- \*Imagine Language & Literacy & Espanol (K-5)*
- \*Teach to One Roadmaps (6-9)*
- \*ELLevations-all teachers have access to and can research various ways to differentiate instruction, especially in a virtual classroom setting. This program provides short tutorials to staff on implementing instructional strategies for MLLs.*

SEL units, developed in the summer learning programs at the elementary and middle school level, can be utilized by social workers, counselors, teaching assistants and behavior interventionists to support the social and emotional needs of students.

*Accessing Curriculum: Students and school communities access subject area curricula and virtual classroom space via the Learning Management System Canvas where students can connect to all online subject-specific platforms. This system was put in place for in-seat instruction models and will create an easy transition for students during virtual instruction.*

**Evidence:**

**Teaching + Learning Teacher Website** \*Staff must be logged into their @providenceschools.org site to access.

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

*Over the past three years, teachers and staff have participated in numerous professional learning opportunities that review best instructional and classroom engagement practices. Teachers review the expectations with students and remind students of expectations at the beginning of the virtual learning day. Each school also has instructional coaches or interventionists who support staff to provide individual teacher support and coaching.*

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

*Teachers will review the expectations for virtual learning days before the event. Students have daily access to Zoom, Canvas, Google Tools, Google Meets, and our digital platforms.*

*The District has purchased the online components for almost all our core curriculums – these resources are available through Canvas and on our website. The expectation is that teachers use the District curriculum and approved platforms. We have also invested in supporting curriculum platforms that provide teachers with the tools to digitally personalize instruction.*

- d. All district curriculum is located in 2 places: Canvas and the district webpage.

- e. Plan for all **subject areas** and student subgroups:

***Special Education Services***

*Virtual special education services will be closely aligned with in person services, including direct instruction, scaffolded instruction, IEP accommodations and modifications and services from special educators and related service providers. Any services that cannot be aligned will be offered once in person classes resume.*

***Multilingual Learners***

*The vision of the Office of Multilingual Learners is to ensure that Multilingual Learners have meaningful access to rigorous instruction, materials, and academic choices within the Providence Public Schools. We will ensure equity for Multilingual Learners while honoring their cultural and linguistic identity. This vision holds true for in person or virtual instruction. We will provide all Multilingual Learners with a combination of dedicated and embedded ELD, as well as Integrated Content and Language Instruction based on their level of English language proficiency as identified by ACCESS and/or the WIDA Screener:*

*MLLs with an ALT overall proficiency level:*

*\*1 period of dedicated ELD*

*\*1 period of ELD embedded in the ELA block*

*\*Integrated Content and Language Instruction in all other core content areas*

*MLLs with an overall proficiency of 1.0-2.9 on ACCESS or WIDA Screener,*

- \*1 period of dedicated ELD*
- \*1 period of ELD embedded in the ELA block*
- \*Integrated Content and Language Instruction in all other core content areas*

*MLLs with an overall proficiency of 3.0-3.9 on ACCESS or WIDA Screener*

- \*1 period of dedicated ELD*
- \*Integrated Content and Language Instruction in all other core content areas*

*MLLs with an overall proficiency of 4.0-4.7 on ACCESS or WIDA Screener*

- \*1 period of dedicated ELD or 1 period of ELD embedded in the ELA block*
- \*Integrated Content and Language Instruction in all other core content areas*

*All MLLs in Providence receive at least one daily period of dedicated ELD. Dedicated ELD instruction focuses on the following components:*

- \*How English works: Those elements that are already typically known to native English speakers but must be systematically developed by MLLs. (Fillmore & Fillmore, 2012.)*
- \*Focus on functional/purposeful use of language: Appropriate to varying language proficiency levels*
- \*Instruction is directly linked and applicable to functional aspects of schooling, as well as language needs across the content areas*
- \*When ELD is embedded within the English Language Arts (ELA) course, the course must be aligned to both the ELA curriculum and ESL standards.*
- \*The resources used for ELD instruction will prioritize alignment and coherence with Tier 1 curriculum.*

*All core content teachers are responsible for integrating language and content instruction strategies. The following are the main components of Integrated Language and Content Instruction:*

- \*Language development taught in an integrated manner within the appropriate grade level*
- \*Instruction for language expansion embedded in and informed by content across the core subject areas*
- \*Content area instruction includes attention to the lesson's language demands, challenges, and opportunities*
- \*High-utility, cross-discipline academic language development as an instructional focus*
- \*Discipline-specific language development supports for all students*

*In addition, our students have access to instruction in Spanish in our Bilingual programs and Dual Language programs should their families elect those options. A detailed description of the 2025-2026 MLL services, as well as the grades and schools that offer the programs is [here](#).*

*To the greatest extent possible, we will directly mirror services provided in brick-and-mortar contexts to virtual learning to ensure continuity for students. For example, if a Multilingual Learner would typically receive push-in support from a dedicated ESL teacher during their ELA block in a brick-and-mortar learning environment, the student will continue to receive such support when engaged in synchronous virtual learning.*

*To ensure that all teachers of MLLs have a clear understanding of the district's ELD, Integrated Language and Content Instruction, and Bilingual/ Dual Language expectations during virtual learning, the following MLL guidance documents were shared with teachers.*

*[\\*ELD Guidance for Distance Learning](#)*

*[\\*Bilingual/ Dual Language Guidance for Distance Learning](#)*

*[\\*Supporting MLLs Across Content Areas During Distance Learning](#)*

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

***Instructional Expectations for Asynchronous Learning***

*All students will receive more than the 3 hours of cumulative synchronous instruction required by the RI Dept of Education. Students will follow their regular daily in-person class schedule.*

*Teachers will follow the redesigned instructional block format for each content area. The format provides time for direct instruction, small group and independent instruction, and asynchronous instructional time. Students also have access to conference/ office hours with the teacher for extra support. Teachers will remain available Zoom or Google Meets for the remainder of the school day, with the exception of their prep period and their lunch period.*

- g. Tools to facilitate assessments to ensure student engagement and mastery:

*PPSD has invested in high-quality digital platforms that include assessment components that align with the curriculums used in Pk-12. Online platforms include but are not limited to IXL, Lexia, Eureka Affirm, Open Sci Ed, and Equip, ARC School Pace, ThinkLink, StudySync, Reveal Math, Vista Connect and National Geographic Cengage for ELD.*

- h. Synchronous instructional support for students seeking assistance:

*All students will have access to the same support provided in their classroom. teachers will ensure students know how to access content, platforms and Zoom or Google Meet, whichever the teacher chooses. Teachers have office hours built into their virtual schedule for students needing additional support. Teachers can create break-out sessions to provide one-one or small-group support. Students can also send private messages to their teachers.*

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

*Providence Public School District uses high-quality curriculum materials in person, and we use their online digital platforms to ensure alignment and rigor regardless of whether they are in-person or learning virtually.*

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

*All CTE programs can be accessed remotely for instruction in the theory classroom environment.*

### 3. Technology and Supports

- a. Technology standards that support complete access to online learning services and resources utilized during virtual instructional days:  
*PPSD has a sufficient number of Chromebooks, power supplies, and accessories for all students. School staff, including and not limited to, the Technical Coordinators and front office, will prepare a deployment plan to be prepared in the event that students need to take their devices home for a virtual learning day. As needed the FACE office will hold refreshers to allow parents and guardians multiple opportunities to view pre-recorded and YouTube refresher training videos on using online meeting tools and getting student access and online support.*
  
- b. Procedures for identifying and resolving inequitable off campus student and teacher access to online services and resources:  
*To the extent possible, the district will offer some Wi-Fi hotspots. Hotspot distribution will be coordinated with schools based on identified need. The district will also work with families to train on using these Wi-Fi hotspots and ones that may be available throughout the city, such as the local libraries.*
  
- c. Technical solutions provided and/or supported for modifications and/or accommodations during virtual instructional days:  
*Students use Google Meet for instruction for virtual learning days. Periodically, the technology department sends out emails asking staff members to ensure that students' Chromebooks are functional and testing of devices for remote access is done by the school prior to any virtual event. Teachers review these features with students throughout the course of the year. The Helpdesk model reverts to a remote, online support call-in center model, with calls triaged related to online classes support, password or account support, and parent/guardian assistance where necessary.*
  
- d. Acceptable use policies include measures to ensure internet safety and security of students accessing school services and resources:  
*We have an acceptable use policy that each family signs. PPSD uses Securely as our web filtering system for all students and staff, which is operable on all PPSD devices and logins. Securely will notify the technology department if a student has tried to access an unsafe website. The Technology Dept will notify the student's principal of further action.*
  
- e. Training provided to staff, students, and (if applicable) parents on how to access and use online services and resources:  
*Each year, we provide family computer literacy workshops. At the workshops, families receive training on how to support their students on the computer and troubleshooting pamphlets available in 3 languages. These pamphlets are distributed to students in school and are posted on the district website.*

*Teachers receive ongoing professional development on all digital platforms. In addition, the technology department will have staff assigned to monitor help desk tickets with the ability to provide support via Zoom as needed. Teachers review with students how to use all digital platforms Teachers use Canvas and Google Tools as part of their daily instruction regardless of instructional modality.*

- f. Technical assistance and support offered during virtual Instructional days  
*Staff and students can contact the PPSD Technology Department by emailing [help@ppsd.org](mailto:help@ppsd.org). In addition, we have a technical support help phone line where families can contact the department for assistance during these virtual days: 456-0686. This line provides bilingual support to families and staff. The technology department can remotely access machines to assist personnel if needed.*

### Virtual Plan Submission Process

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

### Virtual Instructional Day Application Review Rubric

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

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

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

Addendum

To: PPSD/RIDE

From: Jennifer Aguiar, Chief Academic Officer/K-12 Principal

Subjects: Amendment to PPSD Virtual Plan

Date: 09/26/2025

cc: Keith Oliveira, Executive Director; Takara Roderick, Middle/High Assistant Principal; Nerise Beckford-Joly, Elementary Assistant Principal. Bill Bennet, Director of Operations

TIMES<sup>2</sup> Academy Amendment to the PPSD Virtual Plan

1. [Page 4- F \(Specific to Times2\)](#)  
Students will *use Google Classroom* for instruction for both in-person and virtual learning days. Periodically, the technology department will send out emails asking staff members to ensure that students' Chromebooks are functional. Our Chromebooks come with an accessibility feature as well that can be easily accessed.
2. [Page 6- 2a. TIMES<sup>2</sup> curriculum/digital platforms: \(Specific to Times2\)](#)
  - \*K-5 ARC (ELA)
  - \*K-5 Bridges
  - \*K-3 Foundations
  - \*K-5 Razz Kids
  - \*K-5 Foss Science
  - \*6-12 SAAVAS My Perspectives (ELA)
  - \*6-12 Agile Minds (Math)
  - \*6-12 Cengage (ELD)
  - \*6-8 Amplify Science
  - \*9-12 Biology/Chem/Computer Science/Physics/Engineering/Arts/World Languages/Forensics
  - \*6-12 SAAVAS Social Studies
  - \*EEP Statistics-RIC
  - \*K-12 ELLevations
  - \*K-12 SEL support (Ripple Effects)
  - \* K-12 IXL
  - \* K-12 Discovery Zone/labs (ELA/math/Science/Social Studies)

*Ripple Effects will be used to deliver SEL support by the Director of SEL, Behavior Interventionist and Social Workers.*

3. Page 9-g. (Specific to Times2)

TIMES<sup>2</sup> Academy utilizes digital platforms that align with the curriculum K-12. Online platforms include, but not limited to IXL, NWEA, Khan Academy, etc.

4. Page 9-h (Specific to Times2)

All students will have access to the same support provided in their classroom. All students will receive technology training on how to access virtual meeting rooms *Google Meet*, with consideration of which platform works best for students<sup>[EJ1]</sup> ), complete work in an online classroom, connect to the Internet, and use grade-appropriate digital platforms. Teachers have office hours built into their virtual schedule for students needing additional support. Teachers can create break-out sessions to provide one-one or small-group support. Students can also send private messages to their teachers.

5. Page 10-d (Specific to Times2)

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

*Students are taught how to use Google Classroom and Google Meet to access remote work. Families can be provided support as needed through the IT department, Community Liaison(s), and Family Support Coordinator. Families can access district troubleshooting pamphlets available in 3 languages.<sup>[EJ1]</sup> <sup>[DP2]</sup> These pamphlets are posted on the district website.*

*Teachers receive professional development on all digital platforms. In addition, the technology dept provides personalized support to staff and will conduct remote drop-in office hours for staff needing technical assistance throughout the remote instruction days. Teachers review with students how to use all digital platforms Teachers use Google Classroom as part of their daily instruction regardless of instructional modality.*