



# State of Rhode Island and Providence Plantations

HOUSE OF REPRESENTATIVES

REPRESENTATIVE JOSEPH M. McNAMARA *District 19*  
*Chairman, Committee on Health, Education and Welfare*

May 27, 2020

Angélica Infante-Green, Commissioner  
Rhode Island Department of Education  
255 Westminister Street  
Providence, RI 02903

RE: Remote Learning – Kindergarten through Grade 12

Dear Commissioner Infante-Green:

In March, Rhode Island made the unprecedented decision to close schools and move to remote learning in an effort to prevent the further spread of Covid-19 in our communities. For almost three months, our teachers have worked hard to drastically change the way they teach, and our students have had to adapt to this new way of learning.

First, I would like to acknowledge and commend the hard work of our State's educators and students to make the best of a very difficult situation. As Chairman of the House Health, Education, and Welfare Committee, I would like to examine how our students are adjusting to remote learning, how the Department of Education plans to address the disruption in classroom time in the coming school year, and hear the plans for the school year beginning in the fall of 2020. To this end, I am calling for a meeting of the Health, Education and Welfare Committee on Wednesday, June 3, 2020 and invite you to make a presentation before the Committee. In preparation for the upcoming hearing, I would like the attached questions answered along with data from each district.

Thank you for your cooperation. If you have any questions, please feel free to reach out to Beth Cotter at [BCotter@rilegislature.gov](mailto:BCotter@rilegislature.gov) or at 401-222-1430. Thank you for your attention to this matter.

Sincerely,

Chairman Joseph M. McNamara  
Representative, District 19  
Committee on Health, Education and  
Welfare

Cc: Andy Andrade

### Planning for Fall 2020:

- How are districts planning to address the disruptions in education due to COVID-19 in the coming year? Are there plans to evaluate students' progress in the fall? Will there be resources to evaluate children with disabilities to see if their education plans need to be updated?
- Did each district establish a task force to formulate and evaluate their response to COVID-19? What is the membership and how often have they met? Please update us on their progress.

As it relates to distance learning from March to the present, please also provide a summary for each category by district.

#### Attendance:

- What are the attendance protocols for elementary, middle school, and high school? Do these protocols differ by district? If so, give a summary of each district's attendance protocol by level (elementary, middle school and high school).
- What are the attendance trends in each level of schooling? What is the attendance rate for children with disabilities in elementary, middle and high school? Please provide a summary by district.

#### Evaluation:

- Which districts have adopted a credit/no credit model in elementary, middle and high schools?
- Have the districts changed their evaluation methods for elementary, middle and high schools? If so, explain and give a summary by district.
- Absent standardized testing, how is each district tracking the students' learning progress? Are these metrics being used for fall 2020 planning? If so, please explain how by each district.
- Has each district tracked how many students are in danger of failing/staying back in elementary, middle and high school? Please provide this summary by district and compare that data to previous years. How is each district addressing these issues? How is this data being used for Fall 2020 planning.
- How many high school seniors broken down by district are in danger of not graduating on time? How does this compare to previous years? What accommodations by district, if any are being made for seniors who are struggling with distance learning?

#### Multilingual learners and Students with Special Needs

- Please describe each district's plan to engage multilingual learners in distance learning. Please provide metrics on the success of each plan by district.
- By district, please explain whether a child's IEP and/or other learning plans adjusted to account for distance learning? If so, how and provide metrics as to the success of each district's plan.
- Is there a segment of the children with disabilities who are receiving minimal services or no services because of the switch to online learning because of COVID-19? Please break this data down by district. How is each district following up with these students?