District/PSA Template for the Extended COVID-19 Learning Plan
as Described in [Public Act 149](), Section 98a

August 27, 2020
[September 28, 2020 Clarifications]()

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

Rochester Community Schools Extended COVID-19 Learning Plan

Address of School District/PSA: 501 W. University Dr., Rochester, MI, 48307

District/PSA Code Number: 63260

District/PSA Website Address: www.Rochester.k12.mi.us

District/PSA Contact and Title: Dr. Robert Shaner

District/PSA Contact Email Address: rshaner@rochester.k12.mi.us

Name of Intermediate School District/PSA: Oakland Intermediate Schools

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.

2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals it's expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.

3. Benchmark Assessments: The District/PSA will
   - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
   - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.

4. If delivering pupil instruction virtually, the District/PSA will
   - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
   - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

5. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:

- COVID-19 Cases or Positive COVID-19 tests
- Hospitalizations due to COVID-19
- Number of deaths resulting from COVID-19 over a 14-day period
- COVID-19 cases for each day for each 1 million individuals
- The percentage of positive COVID-19 tests over a 4-week period
- Health capacity strength
- Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
   - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
   - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
   - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every 30 days thereafter at a meeting of the Board, and
   - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

_____
District Superintendent or President of the Board of Education/Directors

_____
Date

Learning Plan Narrative

Opening Statement

Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Rochester Community Schools has adopted the framework contained in the Opportunity Labs initiative, "Return to School Roadmap," in preparation for a possible need to deliver instruction in a remote learning environment for a portion or all of the 2020-21 school year due to the COVID-19 pandemic.

This District Plan was developed in conjunction with guidance from: the Oakland County Health Division (OCHD), Centers for Disease Control and Prevention (CDC), recommendations from the Oakland County Return to School Taskforce, Governor Gretchen Whitmer's Return to School Advisory Council, the COVID-19 Task Force on Education, our district school nurse and community health partners.

The District Plan is based on current scientific data. The critical science surrounding the COVID-19 pandemic continues to provide new information daily and requires fluidity throughout the development process. If additional information or safety protocols become available prior to the start of school, this District Plan will be modified accordingly.

Rochester Community Schools has been working with a robust pandemic task force, comprised of district teachers, administrators, support staff, and parents, since prior to the closure of schools in March 2020. Detailed plans continue to be developed by 16 sub-committees of the task force.

RCS families have been offered two learning options for the 2020-21 school year.

- **In-person instruction** with a temporary remote-learning component if in-person instruction is paused due to public health conditions. In-person instruction would resume when it is safe to return to schools.
- Full-time, online learning through the **RCS Virtual Campus.**

The decision was made to start the school year in temporary remote learning based on local health conditions.

The pandemic task force is also working to shape professional learning for teachers to better prepare them for instruction in a post-COVID-19 environment.

In preparation for the possibility of remote learning in the 2020-21 school year, a subcommittee was formed in late April 2020 to assess the current remote-learning model and make changes and improvements as needed. This committee worked in conjunction with a variety of stakeholders to gather extensive feedback from students, staff and families.

The district engaged a professional marketing firm to develop and implement student/family and staff surveys to gain a stakeholder perspective on returning to school. Phone surveys began on June 8.

Feedback included district market research as well as multiple level-based surveys (elementary, middle school, high school and special education). In addition to the market research collected, approximately 700 survey responses were collected in total.

The overwhelming feedback from the survey data showed the need for a more robust remote-learning system with increased instructional time, rigor, training for students and staff, digital organization, and a streamlined K-12 system with the ability to seamlessly transition into the remote-learning environment. The enhanced RCS remote-learning system plan for the 2020-21 school year will contain all of these necessary attributes as well as some additional highlights.

While in-person instruction is permitted with required safety protocols in phase 4, schools can consider the judgement of local health conditions of the sub-region.

If in-person instruction is paused, temporary remote learning schedules will be put in place. A **rigorous remote learning platform** includes the following:

- Increased instructional time with schedules aligned for grades K-12.
- Structured daily schedules that are consistent with in-person learning to allow for seamless transition as needed while maintaining continuity in learning.
- Grade and attendance requirements: Secondary students will receive feedback and grades; elementary students will receive timely, standards-based feedback.
- 1:1 device access for all students. *Fall/winter rollout date TBD*
- Online video training modules for students in Google Classroom, digital organization and online etiquette.
- Unified learning management system: Google Classroom (Grades K-12), additionally See-Saw (Grades K-2) may be used to support communication.
- Virtual meeting platform for live class meetings, which includes multiple interactive and collaborative features.
- Social-emotional learning and extra support resources built into the weekly schedule for all students.
- Progress monitoring for students with Individualized Education Plans (IEP).

Necessary materials and technology will be distributed from the administration center and/or the student's home school. If internet access is inadequate, hot spots would be made available and distributed as needed. Specific needs would be identified through surveys translated in multiple languages. Rochester Community Schools would also be ready to deploy any additional technology needed to families who are not able to complete the survey.

Although a majority of remote instruction is online, traditional in-person materials will be made available and distributed when appropriate and/or required.

Educational Goals

Quality Evidence-Based Assessment Practices

Rochester Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs.

Rochester Community Schools will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, RCS will continue to use the formative assessment process as a powerful practice embedded in the teaching and learning continuum to continuously measure student progress and adjust instruction.

The i-Ready benchmark assessment in reading and math will be administered to all students in kindergarten through grade 8. The initial assessment will be administered at the elementary level in mid-September and to middle-school students in early October. RCS will collect this baseline data at the individual student level and use these indicators to plan for differentiated instruction and classroom assessment throughout the year.

The i-Ready assessment will be given at two other points throughout the school year, once in January as a mid-year check point, and again in the spring. RCS will use the results from fall to spring to measure student progress in reading and math.

When evaluating and analyzing student performance on the i-Ready, Rochester Community Schools has the following goals in reading and math:

- All students will show growth in reading from fall to spring.

- All students will show growth in math from fall to spring.

Staff will also be using assessment data from the fall PSAT and SAT for students in grades 9-12.

All assessment data gathered from the benchmark assessment will be analyzed according to the subgroup. We currently study achievement data for the following subgroups, as well as the whole student population:

- Students with disabilities
- Students who are economically disadvantaged
- English language learners
- Students by gender
- Students by race

As a means of continuous improvement in teaching and learning, all teachers will continue to focus on and commit to the use of the formative assessment process. The goals established by RCS through the continuous improvement process have not changed as a result of the pandemic. It is the goal of Rochester Community Schools that:

- All graduates of Rochester Community Schools will be college ready, career ready, and life ready in reading and writing across the four content areas

- All graduates of Rochester Community Schools will be college ready, career ready and life ready in mathematics.

Instructional Delivery & Exposure to Core Content

> **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Rochester Community Schools full instructional plan, including weekly schedules, can be found by visiting the following link: https://www.rochester.k12.mi.us/pages/58/district-info.

Modes of instruction:
- In-person instruction with the ability to move to temporary remote-learning
- RCS Virtual Campus for full-time online learning

In-person learning for the 2020-21 school year began in a temporary remote-learning environment, on Tuesday, Sept. 1. All students, in TK through grade 12, will attend classes remotely using Google Classroom to connect with their teacher and peers. When RCS feels health conditions have improved, students will return to in-person instruction with the same classroom, teacher and cohort group.

Students enrolled in the RCS Virtual Campus will be in courses that have been created nearly exclusively by Rochester Community Schools teachers to align with the standards and expectations in the traditional classroom setting. Students are taught by RCS educators.

Schedules in both the temporary remote-learning platform and the RCS Virtual Campus combine synchronous and asynchronous learning for students. Sample schedules are posted below.

The vision of RCS has always been to transition back to in-person learning as conditions allow. In that spirit, RCS has started moving gradually from remote to in-person student instruction. Examples of the early phase-in process include in-person adult education, pre-K programming, school-age care, individual student evaluations and interventions, OT/PT services, food service, enrichment programs, and athletics and clubs.
This phased-in approach enables us to evaluate the processes and safety protocols in place and pause if needed to make the necessary adjustments that would maximize success for the rest our 15,000 students and 1,500 staff members.

The outline of our plan moving forward is as follows:

- Special education teams began offering in-person student evaluations the week of Sept. 14.
- Middle-school athletics resumed Sept. 21.
- General education pre-K programs began on Sept. 22.
- We then anticipate transitioning students back into the school buildings, starting with our younger learners and students in programs for autism, cognitive impairment and severe multiple impairment.
- The remaining grade levels are anticipated to follow into mid-October.
- On Oct. 14, we will administer the SAT with essay to 12th graders. We will also administer the PSAT on Oct. 29 to 10th and 11th grade students.

Although we are moving forward with a scale-up to in-person instruction, it is important to note that there may be a need to return to remote learning at some point during the school year due to either a community outbreak or a school-specific outbreak.

As RCS begins to transition all students back to in-person instruction, a hybrid structure will be utilized to decrease the density in each building. Students will be divided into two cohort groups (A/B) with one cohort attending in-person each day, with the other cohort learning asynchronously at home.

Please see below for sample schedules of all learning environments.

Elementary Temporary Remote Learning:

Elementary Remote Learning Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Professional Meeting	8:00 – 8:30	Professional Meeting	8:00 – 8:30	Professional Meeting	8:00 – 8:30	Professional Meeting	8:00 – 8:30	Professional Meeting	8:00 – 8:30
Reading (Phonics Units K-2) & Writing *incl. lg. & sm. group instruction	8:30-10:00	Reading (Phonics Units K-2) & Writing *incl. lg. & sm. group instruction	8:30-10:00 / *Specials Rotations 1,2,3	Learning Resources & Student Support / Ancillary Groups	8:30-10:00	Reading (Phonics Units K-2) & Writing *incl. lg. & sm. group instruction	8:30-10:00 / *Specials Rotations 1,2,3	Reading (Phonics Units K-2) & Writing *incl. lg. & sm. group instruction	8:30-10:00 / *Specials Rotations 1,2,3
Break	10:00 – 10:30	Break	10:00 – 10:30	Break	10:00 – 10:30	Break	10:00 – 10:30	Break	10:00 – 10:30
Math *incl. lg. & sm. group instruction	10:30 – 12:00	Math *incl. lg. & sm. group instruction	10:30 – 12:00 / *Specials Rotations 1,2,3	Learning Resources & Student Support / Ancillary Groups	10:30 – 12:00	Math *incl. lg. & sm. group instruction	10:30 – 12:00 / *Specials Rotations 1,2,3	Math *incl. lg. & sm. group instruction	10:30 – 12:00 / *Specials Rotations 1,2,3
Lunch	12:00 – 1:00	Lunch	12:00 – 1:00		12:00 – 1:00	Lunch	12:00 – 1:00	Lunch	12:00 – 1:00
Reading (Phonics Units K-2) & Writing *incl. lg. & sm. group instruction	1:00 – 2:30	Math *incl. lg. & sm. group instruction	1:00 – 2:30 / *Specials Rotations 1,2,3	Learning Resources & Student Support	1:00 – 2:30	Science *incl. lg. & sm. group instruction	1:00 – 2:30 / *Specials Rotations 1,2,3	Social Studies *incl. lg. & sm. group instruction	1:00 – 2:30 / *Specials Rotations 1,2,3
Art Recorded Lesson	2:30 – 3:00	ILS Recorded Lesson	2:30 – 3:00	Drop-In Support	2:30 – 3:00	Music Recorded Lesson	2:30 – 3:00	PE Recorded Lesson	2:30 – 3:00

*Specials will alternate weeks with live instruction and recorded lessons by level (K-2 and 3-5). Schedules will be made in cooperation with Building Administration and Specials Teachers at each building.
**On alternate weeks where live specials class are not scheduled, pre-recorded video lessons will be provided for students in Google Classroom.

Secondary Temporary Remote Learning:

Secondary Remote Learning Schedule

Monday		Tuesday		Wednesday	Thursday		Friday	
Professional Meetings	8:00 – 8:30	Professional Meetings	8:00 – 8:30	Weekly Wellness Check	Professional Meetings	8:00 – 8:30	Professional Meetings	8:00 – 8:30
1st	8:30 – 10:00	4th	8:30 – 10:00	Student/ Counselor Meetings / Social Emotional Learning Resources	1st	8:30 – 10:00	4th	8:30 – 10:00
Break	10:00 -10:30	Break	10:00 -10:30		Break	10:00 -10:30	Break	10:00 -10:30
2nd	10:30-12:00	5th	10:30-12:00	Extra Support & Opportunities Makerspace, AP Practice, Etc. Math Tutoring Breakout groups ELA Tutoring Breakout groups	2nd	10:30-12:00	5th	10:30-12:00
Lunch	12:00-12:30	Lunch	12:00-12:30		Lunch	12:00-12:30	Lunch	12:00-12:30
3rd	12:30-2:00	6th	12:30-2:00	Counselor or Ancillary Groups Mtgs	3rd	12:30-2:00	6th	12:30-2:00
Student Support	2:00-3:00	Clubs & Activities	2:00-3:00	Student Support	Clubs & Activities	2:00-3:00	Student Support	2:00-3:00

RCS Virtual Campus:

ELEMENTARY RCS Virtual Campus Curricular Schedule Grades K - 5

Elementary Virtual Campus Curricular Schedule	K – 2 (90 Minute Daily Max) About 40% of Instructional Day	3 – 5 (120 Minute Daily Max) About 40% of Instructional Day
Online Activities, Virtual Meeting Time, Screen time (Flexible in design, may include synchronous and asynchronous experiences, office or mentor hours)	Watching Mini-Lessons (Reading, Writing, Phonics, Math, Science/Health & SS) Listening to Read Alouds Shared Reading & Writing Activities Conferring/Small Group Instruction SEL – Positivity Project Lessons Periodic Assessment	Watching Mini-Lessons (Reading, Writing, Phonics, Math, Science/Health & SS) Listening to Read Alouds Conferring/Small Group Instruction Books Clubs SEL – Positivity Project Lessons Periodic Assessment
Daily Instructional Time:	Approximately: 225 Minutes	Approximately: 300 Minutes
Specials	30 Minutes Daily	30 Minutes Daily
Total Expected Daily Schedule Minutes	255 Minutes Daily	330 Minutes Daily

SECONDARY RCS Virtual Campus Daily Schedule Grades 6 - 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher-Lead Instruction Subject	English (1 hour)	Social Studies (1 hour)	Math (1 hour)	Science (1 hour)	Elective Classes (2 hours)
Hours of Independent Learning	5	5	5	5	4

Fridays are adjusted to two hours of direct instruction to account for a full, six course schedule.

Intervention/Office Hours	Will Vary Throughout the Week
Independent Practice	Will Vary Each Week with Homework, Projects, and Study Time

A draft sample of the RCS hybrid learning plan is below.

Elementary (TK-5) Hybrid Learning Model, starting Oct. 12

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person	8:30 – 11:30 Synchronous remote learning Teacher planning/ collaboration in the afternoon	Asynchronous learning	Asynchronous learning
Cohort B	Asynchronous learning	Asynchronous learning		Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person
ASD, SXI, CI, EI	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person		Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person	Early start 8:10 – 2:33 Late start 8:55 – 3:16 In-person

Secondary (6-12) Hybrid Learning Model, starting Oct. 12 for middle school and Oct. 19 for high school. Seniors only attend Oct. 14 for SAT testing.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cohort A	7:30 – 1:45 In-person 1st hour 2nd hour 3rd hour	7:30 – 1:45 In-person 4th hour 5th hour 6th hour	(Times to be determined) 1st – 6th hour 30-min. synchronous class meetings	Asynchronous learning 1:45 – 2:30 Zoom meetings	Asynchronous learning 1:45 – 2:30 Zoom meetings
Cohort B	Asynchronous learning 1:45 – 2:30 Zoom meetings	Asynchronous learning 1:45 – 2:30 Zoom meetings	(Times to be determined) 1st – 6th hour 30-min. synchronous class meetings	7:30 – 1:45 In-person 1st hour 2nd hour 3rd hour	7:30 – 1:45 In-person 4th hour 5th hour 6th hour
ASD, SXI, CI, EI	7:30 – 1:45 In-person 1st hour 2nd hour 3rd hour	7:30 – 1:45 In-person 4th hour 5th hour 6th hour	(Times to be determined) 1st – 6th hour 30-min. synchronous class meetings	7:30 – 1:45 In-person 1st hour 2nd hour 3rd hour	7:30 – 1:45 In-person 4th hour 5th hour 6th hour

Post-secondary Adult Transition Programs and Services (ATPS) Hybrid Learning Model

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Special Education ATPS	8:37 – 11:47 In-person	8:37 – 11:47 In-person	8:37 – 11:47 In-person	8:37 – 11:47 In-person	8:37 – 11:47 In-person

Please describe how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Regardless of the learning environment, Rochester Community Schools follows a curriculum for core academics that aligns to state standards and is housed in Atlas Rubicon (https://rochesterk12-oakland-public.rubiconatlas.org/Atlas/Public/View/Default).To ensure coherence throughout the district, RCS utilizes the expertise of program and curriculum consultants, as well as teacher leaders, in establishing standards and the mechanisms to measure each variable. This team of professionals, in conjunction with district and building leaders, designs and evaluates the curriculum alignment and instructional practices throughout the district. A high level of collaboration and acting upon what a student "needs," occurs wherever a student is learning.

Please describe how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Rochester Community Schools has a system in place for delivering both formative and summative assessments at the classroom level, in addition to benchmark assessments in grades K-8 and standardized testing in grades 3-12. The results of these assessments, when appropriate, are shared with families as part of the district grading and reporting process. Teachers focus instructional efforts on the essential standards in each course/grade; therefore, grading primarily focuses on these standards.

All students in grades TK-12 will continue to receive formal feedback through already designated reporting periods. At the elementary level, RCS utilizes a trimester calendar for reporting and the secondary level uses a semester calendar. It is the expectation that all teachers maintain open dialogue and communication regarding student success and/or for areas of student growth.

Equitable Access

If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

The Rochester Community School District ensures that all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Community surveys and support forms have continued to

help identify needs that may exist. Additional highlights about equitable access to technology are shared below:

- RCS will move to a 1:1 technology model, ensuring that all 15,000 students have access to a device.
- This 1:1 technology integration ensures that the district's commitment to academic excellence will continue in any learning environment, whether in-person or remote.
- The district purchased 11,000 new Dell Chromebooks to add to its existing inventory.
- The deployment of 1:1 technology is scheduled for the late fall/early winter; however, timelines may need to be adjusted due to the availability of equipment.
- Students can choose to continue using their own laptop or device at home.
- To date, the current inventory of 5000 devices from our school mobile computer labs have been deployed to support our students in need.
- HotSpots have been deployed to families with limited or no connectivity.

Please describe how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Each student with an Individualized Education Plan (IEP) will have a Contingency Learning Plan (CLP) during the temporary remote learning environment when the services and supports are not able to be implemented as documented in the current IEP due to the COVID-19 pandemic. Each CLP will be developed in collaboration with parents and guardians and document the services and accommodations each student will receive in the COVID-19 learning environment. In addition, some students who are eligible for special education programming will attend in-person instruction four days a week during the hybrid learning environment.

Optional Considerations for District/PSA Extended COVID-19 Learning Plans:

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English learners and fledgling/struggling students, are met.

  2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

The Equity, Inclusion and Belonging Subcommittee of the District COVID-19 Taskforce has been dedicated to ensuring an equitable start of the 2020-2021 school year. This committee assisted with taking a critical look at the Back-to-School Roadmap and the RCS Traditional School Plan, making sure to ask questions and make suggestions from a lens of equity. The committee also developed the RCS Equity Analysis and Reflection of a Curricular Unit Document and Video Tutorial as a tool for educators to make informed, equitable decisions while creating and designing content in the virtual and remote setting.   Lastly an Equity, Inclusion and Belonging Weebly was enhanced and introduced for all stakeholders.

The SEL Taskforce and COVID committee members joined forces recently with the Equity and Inclusion team to pair up and discuss ways to support staff, students and parents. The SEL team introduced and rolled out the SEL Weebly that is a comprehensive online resource, introduced the Remote Handbook which also contains SEL and Equity resources, and across the district we have implemented a weekly wellness check in for all students. Each building receives that feedback and that is channeled to the best person to provide support. The kick off has been well received with high level student participation and encouraged connections and support in a remote and virtual environment. Both committees continue to meet and discuss next steps to providing support on all learning platforms for both social and emotional learning and equity, inclusion and belonging.