Learning Plan Narrative

Opening Statement

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 2021 - 2024 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 are offered two learning options.

- **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 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 contains 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.
- 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 will be made available and distributed as needed. Specific needs would be identified through surveys translated in multiple languages. Rochester Community Schools will ~~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~~ is administered to all students in kindergarten through grade 8. The initial assessment ~~will be~~ is 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 also uses 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:

Rochester Community Schools Extended COVID-19 Learning Plan   3

- 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

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

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.

Elementary Temporary Remote Learning:

ROCHESTER
COMMUNITY SCHOOLS
PRIDE IN EXCELLENCE

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 *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	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 *Specials Rotations 1,2,3	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. 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	Extra Support & Opportunities Makerspace, AP Practice, Etc. Math Tutoring Breakout groups ELA Tutoring Breakout groups	Break	10:00 -10:30	Break	10:00 -10:30
2nd	10:30-12:00	5th	10:30-12:00		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	Student Support	2:00-3:00	Student Support	2:00-3:00

Rochester Community Schools Virtual Campus

Course Schedule 2023-2024

MS Bell Schedule	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
	7:35am - 8:33am	8:38am - 9:36am	9:41am - 10:39am	10:49am - 11:39am	12:23pm - 1:20pm	1:31pm - 2:27pm
Monday	ELA 6 (Baljet)	ELA 7 (Baljet)	ELA 8 (Baljet)	Math 6 (Woodard)	Math 7 (Woodard)	Pre-Alg 8 (Woodard)
Tuesday	Science 6 (Palace)	Science 7 (Palace)	Science 8 (Palace)	World Studies 6 (Snitgen)	World Geography 7 (Snitgen)	US History 8 (Snitgen)
Wednesday	ELA 6 (Baljet)	ELA 7 (Baljet)	ELA 8 (Baljet)	Math 6 (Woodard)	Math 7 (Woodard)	Pre-Alg 8 (Woodard)
Thursday	Science 6 (Palace)	Science 7 (Palace)	Science 8 (Palace)	World Studies 6 (Snitgen)	World Geography 7 (Snitgen)	US History 8 (Snitgen)
Friday	7:33am - 9:05am MS Physical Education (Poll)		9:11am - 10:43am STEM/Multimedia (Baljet)	10:50am – 12:22pm MS Art S1 (Glenn) Spanish ½ (Modlinski)		12:28pm -1:30pm MS Music (Harris/Ulrich)

Rochester Community Schools Virtual Campus

Course Schedule 2023-2024

HS Bell	7:30am - 8:32am	8:38am - 9:37am	9:43am -10:42am	10:48am - 11:39am	12:26pm -1:25pm	1:31pm - 2:30pm
MS Bell	7:35am - 8:33am	8:38am - 9:36am	9:41am - 10:39am	10:49am - 11:39am	12:23pm - 1:20pm	1:31pm - 2:27pm

HS Bell Schedule	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
	7:30am - 8:32am	8:38am - 9:37am	9:43am -10:42am	10:48am - 11:39am	12:26pm - 1:25pm	1:31pm - 2:30pm
Monday		ELA 9 (K Smith) US History (Majask)	ELA 10 (K Smith) World History (Majask)		ELA 11 (K Smith)	ELA 12 (K Smith) Gov/Econ (Majask)
Tuesday		Alg 1 (Barraclough) Biology (Hope)	Geometry (Barraclough) Physical Science (Hope)		Algebra 2 (Barraclough)	
Wednesday		ELA 9 (K Smith) US History (Majask)	ELA 10 (K Smith) World History (Majask)		ELA 11 (K Smith)	ELA 12 (K Smith) Gov/Econ (Majask)
Thursday		Alg 1 (Barraclough) Biology (Hope)	Geometry (Barraclough) Physical Science (Hope)		Algebra 2 (Barraclough)	
Friday	7:33-9:04		9:10-10:42 HS Physical Education (Poll)	10:48 – 12:19 Spanish ½ (Modlinski)		1:00-2:30 Photography/Darkroom (Glenn)

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

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.

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

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.

Students with an IEP

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.

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. Both committees continue to meet and discuss additional steps to providing support on all learning platforms for both social and emotional learning and equity, inclusion and belonging.

Plan reviewed and updated November 2022