ROMEO COMMUNITY SCHOOLS

COVID-19 Continuity of Learning Plan

Board of Education - 4.13.2020 - Virtual

Michigan Department of Education – Guiding Principles

MDE *Learning at a Distance Guidance Document* identifies 5 Guiding Principles, p.7.

Our collaborative work has focused on these principles.

Our work will continue to *evolve* as we strive to meet the needs of our learners and staff.

Our staff engaged in reading and responding to the following this morning:

Learning at a Distance & Supporting the Social and Emotional Needs of students

Article from ASCD *"5 essential trauma-informed priorities for remote learning"*

Guiding Principles

MAKING YOUR PLAN

Start small and build on existing success; focus on being flexible and giving grace

Teachers and districts should start small and build on existing success. We encourage stakeholders to set and manage expectations, with a focus on being flexible and giving grace. Leverage access to current technical and human resources, and take care of each other as you work collaboratively with stakeholders to help all children and to support parents and caregivers.

ESSENTIAL PRACTICES

Help students maintain and continue their learning outside the classroom

These unprecedented times provide us with an opportunity to stretch our current efforts and move from providing supplemental learning opportunities to more concerted efforts to help students maintain and continue their learning over this extended period outside the classroom.

STUDENT INSTRUCTION

Flexibility, reasonable expectations, connections, and collaboration

All teaching and learning must be guided by flexibility, reasonable expectations, connections with students, and collaboration among educators. It is recognized that not all learning can or will be done through online platforms. MDE will provide guidance and support, but districts are encouraged to do what is best for their students and communities. This is complicated work that must be undertaken with care and supported by collaboration.

PROFESSIONAL DEVELOPMENT

Teachers need support and training to best support children and families

Teachers and school staff across the state and the nation are preparing to facilitate learning and support students in ways never before seen. While it is typical of those who work with children to jump right in and do whatever it takes, it is also imperative that these same people have the support and training they need in order to best support children and families. Teachers are life-long learners and must strengthen their efforts to develop young minds. Educators are also presented with a unique opportunity to expand their learning during this unique time with different forms of professional development in distance learning, so that they can reach all learners and continue to help build the next generation of world-changers.

PROVIDING SUPPORT

Supporting physical, mental, and emotional health must remain a top priority

These are unprecedented times in which we as an educational community must unify to support our students, their families, the community, and each other. Supporting the physical, mental, and emotional health of our students, educators, families, and communities must remain a top priority. Throughout the duration of this crisis, seek to involve as many stakeholders as possible during your planning process.

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Macomb Intermediate School District - Guiding Principles

	Guiding Principles
1	Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.
2	All means All. Districts must seek to implement learning activities and lessons that address the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
3	All students have opportunities for continued learning that focuses on critical standards.
4	Districts work to minimize instructional loss.
5	Students and families are given routines and structures to ensure they stay connected to schools and learning.
6	Given the reality of the digital divide, most schools may need to provide digital and non-digital access to content.
7	It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
8	It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.)
9	Simplicity is best during this time, i.e., simplicity of the framework, of communication structures, of expectations.
10	Support the whole child -- their mental health, nutritional needs, and safety needs.
11	Parents/guardians will need access to clear information and ample resources.
12	Teachers may need support, encouragement, and compassion to ensure their success and resilience.

COMMITMENT TO LOCAL CONTROL

The MISD recommendations are grounded in a commitment to local control. The information presented is meant to support districts and schools in making decisions that honor their local needs. Districts should weigh these in relationship to considerations of opportunities for professional development, access to technology, and the needs of their student populations.

Foundation of RCS Continuity of Learning Plan

Goals:

- Create remote learning that attends to students' social and emotional needs.
- Maintain relationships with students.
- Maintain prior learning and build new learning.

Flexibility should be provided for students and staff within the plan.

Establish the *critical skills* and *concepts:* these will be the focus of the lessons.

It is not expected nor desired to have teachers teach everything that was in their planbook for the remainder of the year.

Five Key Instructional Elements of RCS Continuity of Learning Plan

1. Provide alternative modes of instruction
2. Keep pupils at the center of educational activities
3. Deliver content in multiple ways
4. Manage, monitor, and evaluate learning of pupils
5. Provide mental health supports to pupils

Key Instructional Element 1:

Provide alternative modes of instruction

We plan to use a technology-based platform for remote learning.

- As a 1:1 district all students have a school issued device.
- If a student device needs attention our IT staff is available to support remotely and through weekly device drop off/exchange sessions held at a district facility.
- If students do not have internet access, we will work towards offering solutions through a troubleshooting protocol.
- In the event of a lack of internet connectivity, students will have the opportunity to receive grade-level instructional packets.

Key Instructional Element 2:

Keep pupils at the center of educational activities

Use a variety of strategies to maintain regular communication with students.

- All staff will work together to provide support; this includes teachers, principals, counselors, social workers
- WEEKLY CONNECTION: Meeting “Classroom Meeting” via Google Hangout/Meet (see slides 9-11)
- Tiered support in Romeo:
  - Tier 1- Each teacher will interact with their students on a weekly basis.
  - Tier 2 – When a student has not responded to that week’s interaction, teachers pass those names on to the appropriate administrator. At this level, the attempt to contact students will be through additional “age appropriate” avenues (email, parent contact, phone call).
  - *If there is a continued pattern of lack of interaction, the support of our counselors and/or social workers will be utilized to ensure the student and their family are cared for.

**Email, phone calls, letters may also be used to communicate with students

Key Instructional Element 3:

Deliver content in multiple ways

We will be using our Learning Management Systems

- Schoology and Google Classroom
- Two instructional sessions per week with student assignment
- Lessons may be asynchronous or synchronous
- One Class Meeting per week
- Two live Office Hours (60 minutes in length) per week
- Instructional packets will be made available

Gr K-5 Weekly Schedule

WEEKLY CONNECTION **Meeting "Classroom Meeting" via Google Hangout/Meet**				
Teacher will set one (1) Google Hangout weekly for the purposes of social-emotional connection. The teacher will choose the day and time. *Once established the schedule should be consistent.*				
INSTRUCTION **Daily mini-lessons and assignments provided** *(Teachers will provide and age appropriate class time within each daily focus area together these will provide total daily instructional time of 60-75 minutes)*				
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Focus Areas: Literacy Technology	Focus Areas: Math Art	Focus Areas: Science SEL/Wellness	Focus Areas: Literacy Physical Education	Focus Areas: Math Music
ACADEMIC SUPPORT **Feedback and support provided through Office Hours**				
Teachers will set one (1) ELA Office Hour and one (1) Math Office Hour per week *(60 min).* Teacher will choose the day and time. *Once established the schedule should be consistent.*				

Grades 6-8 Weekly Schedule

WEEKLY CONNECTION
"Classroom Connection" meeting via Google Hangout/Meet

Teachers will provide one (1) Google Hangout every Wednesday afternoon for the purposes of social-emotional connection.
This will be accomplished through an ongoing rotational schedule.
Each week one class period from the regular school schedule will be designated (eg. 5th hour)

INSTRUCTION
Daily Lessons and assignments provided
(Teachers will provide an age appropriate lesson within each instructional session together these will provide total daily instructional time of 90-120 minutes)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (40 min) 9:00-10:30	Math	ELA	**Rotating Elective, IR, and Wellness	Math	ELA
Session 2 (40 min) 11:00 - 12:30	Science	Social Studies	Class Connection Wednesdays	Science	Social Studies
Session 3 (40 min) 1:00 - 2:30	World Languages Art (6, 7, 8)	Healthy Living/PE Health 8	Vocal Band	Computers (6,7, 8)	Stem (6, 7, 8)

ACADEMIC SUPPORT
Feedback and support provided through Office Hours

Teachers will set two Office Hours per week. (60 min. each)
Teacher will choose the time based on the schedule below. *Once established the schedule should be consistent.*

Grade 9 Weekly Schedule

WEEKLY CONNECTION
"Classroom Connection" via Google Hangout/Meet

Teacher will set one (1) Google Hangout weekly for the purposes of social-emotional connection.
This will be accomplished through the 7th hour Seminar class period.
Once established the schedule should be consistent.

INSTRUCTION
Daily Lessons and assignments provided
(Teachers will provide instruction within each designated class period as scheduled below)
(4 days a week this will provide students total daily instructional time of 180 minutes)

	Monday Odd Day	Tuesday Even Day	Wednesday	Thursday Odd Day	Friday Even Day
10:00-10:45	1	2	Students: Independent Reading, Studying, Work on Assignments, Wellness, etc.	1	2
11:00-11:45	3	4		3	4
11:45-12:15	Lunch	Lunch		Lunch	Lunch
12:15-1:00	5	6		5	6
1:15-2:00	7	Office Hours		7	Office Hours

ACADEMIC SUPPORT
Feedback and support provided through Office Hours

Teachers will set two Office Hours per week (60 min each)
Teacher will choose the day and time.
Once established the schedule should be consistent.

Grades 10-12 Weekly Schedule

WEEKLY CONNECTION
"Classroom Connection" via Google Hangout/Meet

Teachers will hold one (1) Google Hangout weekly for the purposes of social-emotional connection.
This will occur within the Academy and Team structure.
Once established the schedule should be consistent.

INSTRUCTION
Daily Lessons and assignments provided
(Teachers will provide instruction within each designated class period as scheduled below)
(4 days a week this will provide students total daily instructional time of 180 minutes)

	Monday Red Day	Tuesday White Day	Wednesday	Thursday Red Day	Friday White Day
10:00-10:45	1	2	Students: Independent Reading, Studying, Work on Assignments, Wellness, etc.	1	2
11:00-11:45	3	4		3	4
11:45-12:15	Lunch	Lunch		Lunch	Lunch
12:15-1:00	5	6		5	6
1:15-2:00	7	8		7	8

ACADEMIC SUPPORT
Feedback and support provided through Office Hours

Teachers will set two Office Hours per week (60 min each)
Teacher will choose the day and time. *Once established the schedule should be consistent.*

Considerations for monitoring and evaluating students from Executive Order & Michigan Department of Education

The Executive Order 2020-35 states "***Districts must not penalize a pupil for the pupil's inability to fully participate in the alternative learning plan.***"

The MDE's Learning at a Distance Guidance Document p. 18 states:

Assessment and Course Credit

To the extent it is feasible and practical, teachers should provide timely feedback to students based on the work they are completing at home. Teachers are encouraged to be flexible and creative in the ways they provide feedback.

Additionally, although grading policies are the purview of the local districts, **we strongly urge districts to consider adopting a credit/no-credit policy**. This will help to incentivize students to engage in ongoing learning while at the same time recognizing the unusual and challenging situation students face. Districts must recognize that having grading policies without a fully formed plan for absolute equity runs the risk of creating disparities in the education of students, thereby disadvantaging more students than will be advantaged.

Our goal should always be to do no harm to our students or to their teachers. Every effort and intervention must be made to reach and support every student in danger of failure and to offer multiple and varied opportunities for students to complete work. When implementing any grading policy, districts and teachers are strongly encouraged to consider the extent to which students have had equitable access to learning opportunities and adult support during this closure. Further, as Governor Whitmer urged when she issued the Executive Order, districts should continue to work to ensure the graduation of high school seniors. Seniors may continue to complete district requirements even if they are still working on mandatory course work through distance learning. Districts and schools should also generate policies that do not hold individual teachers responsible for a decision if a student has not met the minimum requirements to pass a course.

Key Instructional Element 4:

Manage, monitor, and evaluate learning of pupils

Teachers will monitor student access and assignment completion on a daily basis within our learning management system (Schoology, Google Classroom).

- Teachers will provide feedback to students on assignments through the technology-based platform. Feedback may also be provided in the form of email exchange and phone conversations (Google Voice) as needed.
- Learning packets will be collected each week during meal distribution. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.

- Teachers will keep a log of communication with students and families.

- It is our intent to give CR/NC to students.

Key Instructional Element 5:

Provide mental health supports to pupils

We will create a path for families to connect with professional, certified staff who provide support services to families at the school level.

- Providing pupils and parents or guardians direct access to school and community mental health support services. Positive You and Macomb Family Services are two of our current partners.
- We will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).
- An overarching concern that we remain mindful of is the mental health and well-being of students and will make deliberate attempts to support students and families.

Other elements of the RCS Continuity of Learning Plan:

- Connectivity Audit
- Budget
- Collaboration on plan
- Notification of plan to pupils, parents and guardians
- Implementation
- Dual Enrollment & CTE support of students
- Food distribution
- Disaster relief child care centers

What questions do you have?