



Rockford Public Schools

Quality Community – Quality Schools
Together Building a Tradition of Excellence

| RAMS Connect | | |
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| | Elementary DK-5 | Secondary 6-12 |
| | <p>Through this second phase of our distance learning plan, Rockford Public Schools intends to further support continued student learning of essential content priorities. In the absence of face to face instruction, teachers will promote learning in a remote, student-centered, and flexible structure.</p> | |
| Timeline | <p>Launch Wednesday, April 15-17: Elementary:</p> <ul style="list-style-type: none"> • 2 ELA Lessons • 2 Math Lessons • 1 Art, Music, and PE Lesson <p>Secondary:</p> <ul style="list-style-type: none"> • 1 Lesson per class | |
| | <p>Weekly Lesson Structure Beginning Monday, April 20: Monday: Lessons communicated for the week Friday: Lessons completed for the week</p> | |
| Weekly Student Learning Expectations | 3 Literacy Lessons 3 Math Lessons 1-2 Art, Music, and PE Lessons | 2-3 Lessons per Course |
| Learning Focus | Essential Content as Defined by Grade Level and Subject Area | Essential Content as Defined by Department and Course |
| Other Program Characteristics | <ul style="list-style-type: none"> • Weekly lesson plans will be posted in Schoology on Monday mornings. • Teachers and parents will partner to motivate, encourage, and support student participation in learning. • Teachers will communicate availability for individual or small group interaction Monday-Thursday. Every attempt will be made to respond to student and parent inquiries in a timely manner. • Fridays are earmarked as ongoing staff professional development or collaboration days as well as recommended student deadline days. | |
| Student Participation | <p>It is the district's goal that all students have the ability to participate in our distance learning program. The district has support in place for students without connectivity or those that experience other challenges. Please see the "Family Connect" portion of our website for additional details,</p> | |