

Rim of the World School District Elementary Distance Learning Plan 2020–2021

Below is important information for students and families about **Distance Learning (DL) at CHE, LAE, and VOE elementary schools**. Please take the time to review the below information, and to reach out to your classroom teachers, office staff, or administration with questions, feedback, and other relevant information.

Our students and families are important to us all! We acknowledge the stress and anxiety felt by our students, staff, families and community during this period of student dismissal due to the COVID-19 pandemic. As we move forward together, we remain committed to providing an agile, responsive Distance Learning program that provides students with the best possible learning experience during this unprecedented time.

Distance Learning does not replicate or replace the magic that occurs in classrooms throughout our District. We understand that the absence of everyday social interactions, in-person feedback, and extracurricular events dilutes critical elements of our students' educational experience. Despite this, we continue to strive for excellence and remain committed to an academic plan that reflects high expectations, but is nimble and balanced enough to recognize the wide variations in circumstances for students, families and staff.

What is Distance Learning?

Distance Learning (DL) is a method of study where student learning occurs remotely *and* without regular face-to-face contact with a teacher in a traditional classroom setting. Distance Learning instruction may include teacher and student interactions via following formats:

- Use of computer and communications technology for activities such as, but not limited to: personal support, lesson delivery and group discussion.
- Video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- Use of print materials incorporating assignments that are the subject of written or oral feedback. Information above provided by CDE:
(<https://www.cde.ca.gov/ls/he/hn/distancelearning.asp>)

Our Elementary team members will be responsive, adaptive, and relationship-based in our support, as we continue to provide a comprehensive, humanized Distance Learning experience for students.

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Every Distance Learning classroom may be different. In the same way that every physical learning classroom is different, each Distance Learning classroom will be different and offer a variation of learning opportunities. We encourage flexibility and dialogue with teachers should questions arise.

Regular participation in school learning is essential for a student's academic growth.

Distance Learning will begin on Wednesday, August 12th, 2020, with flexibility for the first three days of school to acclimate to the new learning environment, including performing Parent Aeries Data Confirmation, accessing resources and tutorials from the Rim District website, accessing your child's Rim District student Google email (firstname.lastname@rimsd.k12.ca.us), accessing Google Classroom and the online curriculum resources.

We will follow the district calendar during this time and will not have Distance Learning on non-school days.

Learning Platform:

- *Distance Learning will be through **Google Classroom**. All assignments will be posted in Google Classroom. Teachers will utilize a variety of tools and online resources to share lessons and connect with students.*

August 11th: Each site will provide additional GRADE-LEVEL Synchronous schedules developed by those teams of teachers. These will be posted on the school site website and sent home via other communication platforms, as listed in a chart below.

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Schedule: Grades 1-5 (Monday, Tuesday, Thursday, Friday)

Time	Block
8:20-8:40	Morning Message(School-wide or Classroom Based)
90 minutes 8:45-10:15	Block #1- ELA or Math-Teacher will determine Content Block Synchronous (Live Google Meet/Zoom) Grades TK/K-5: 30 minutes Asynchronous: 60 minutes
10:15-10:45	Break & PE
90 minutes 10:45-12:15	Block #2- ELA or Math-Teacher will determine Content Block Synchronous (Live Google Meet/Zoom) Grades TK/K-5: 30 minutes Asynchronous: 60 minutes
12:15-12:45	Lunch
90 minutes 12:45-2:15	Block #3- Social Science & Science: Integration of ELA/Math Skills Teacher may determine to use synchronous (live) instruction with the class <ul style="list-style-type: none"> ● Breakout Rooms ● Small Group ● Art ● PE ● PBL ● Re-engagement Outreach from teachers ● Teacher Collaboration Time on Wednesdays ● PD for Staff: each site determines day ● "Office Hours" for teachers to hold virtual meetings with parents, students, or respond to their communication/questions throughout this time frame
2:15-2:55	<ul style="list-style-type: none"> ● Teacher Prep ● Re-engagement Outreach from teachers ● Teacher Collaboration Time on Wednesdays ● PD for Staff: each site determines day ● "Office Hours" for teachers to hold virtual meetings with parents, students, or respond to their communication/questions throughout this time frame

Instructional Minutes:

TK/Kindergarten: 180 minutes

Grades 1-3: 230 minutes

Grades 4-12: 240 minutes

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Schedule: Grades 1-5 (Wednesday) MINIMUM DAY

Time	Block
8:20-8:40	Morning Message(School-wide or Classroom Based)
90 minutes 8:45-10:15	Block #1- ELA or Math-Teacher will determine Content Block Synchronous (Live Google Meet/Zoom) Grades TK/K-5: 30 minutes Asynchronous: 60 minutes
10:15-10:45	Break & PE
90 minutes 10:45-12:15	Block #2- ELA or Math-Teacher will determine Content Block Synchronous (Live Google Meet/Zoom) Grades TK/K-5: 30 minutes Asynchronous: 60 minutes
12:20-12:50	Lunch
12:50-2:55	<ul style="list-style-type: none">● PLC:<ul style="list-style-type: none">○ Teacher Collaboration Time

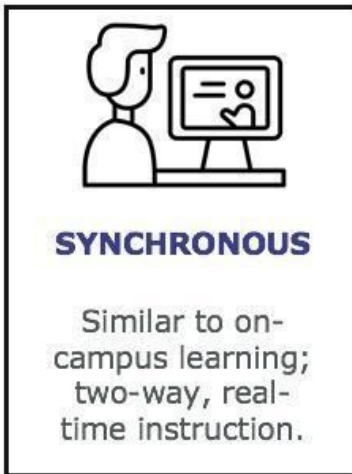
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Schedule: TK/K (Monday, Tuesday, Wednesday, Thursday, Friday)

Time	Block
8:20-8:40	Morning Message
45 minutes 8:45-10:15	Content Block #1 ELA Asynchronous Instruction 8:45-9:15 Synchronous Instruction 9:15-9:45 Asynchronous Instruction 9:45-10:15
10:15-10:45	Break
45 minutes 10:45-11:55	Content Block #2 Math Synchronous Instruction 10:45-11:15 Asynchronous Instruction 11:15-11:55 (Math/Science/Social Studies)
30 minutes 12:00-12:30 20 min 12:30-12:50	Lunch Synchronous or Asynchronous Instruction (PE/Art/Music)
12:45-2:55	Office Hours/Collaboration/Professional Development/Teacher Prep

Total Minutes: 180

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Asynchronous instruction refers to self-paced instruction where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices or over the phone. For students engaged in the day, they would be marked as present. Engagement is defined as progress in the Google Classroom Learning Management System (LMS) made that day; Progress from

teacher to student interaction made that day; Evaluating the completion and understanding of assignments that day.

Teachers will be establishing NORMS/GUIDELINES for appropriate student behavior expectations during the first 3 days of school.

Synchronous instruction is similar to on-campus learning. It is two-way, real-time, live instruction between students and teachers through the computer or other electronic devices or over the phone. Rim of the World USD will implement the model of Synchronous & Asynchronous Instruction. Our LMS at Lake Arrowhead Elementary is Google Classroom for grades TK/K-5.

ATTENDANCE: CDE requires schools to take attendance daily, and monitor student engagement with both synchronous and asynchronous learning. Rim of the World USD attendance policy for Distance Learning is as follows:

- Teachers will continue to record student attendance in Aeries as normally done each day.
- Student attendance will be taken during the grade-level scheduled SYNCHRONOUS (Live) Instruction. Students are expected to be present and ontime to be counted as attending. A student will be marked tardy if arriving late to the scheduled meeting, or Left Early if the student leaves the scheduled live learning before the end time. *CDE defines this interaction as quality instruction with a certificated teacher and student peers.*
- Attendance will not be taken for asynchronous learning, as this work will be reflected in the students' grades.
- Parents/ Guardians will excuse students due to illness or other absence by contacting the attendance clerk by 4:00 PM.
- **Continuity of Instruction**
 - Google Suite, AERIES, and district-provided online adoption curriculum will be utilized to provide full curriculum access to all students.

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- Daily engagement with students, following the above schedule.
- **English Learner/Foster Youth/Homeless Support**
 - Progress for these student groups will be monitored by classroom teacher during Distance Learning via formative and summative assessments (see above examples). In addition to integrated English Language Development (ELD) within the core curriculum, EL students will also participate in designated ELD via small group instruction and the use of supplemental materials appropriate to their level. Students needing additional learning support may also be required to attend additional synchronous small group instruction provided by the classroom teacher.
- **Access to Devices and Connectivity**
 - The Rim of the World Unified School District communicated the option to acquire a Chromebook and/or internet connectivity through a hotspot to all families through our all call system. The parent survey provided parents with the option to check out a Chromebook and/or hotspot from their school site on the school sites' readiness day – August 10th, 2020.
- **Pupil Participation and Progress**
 - Teachers will utilize Zoom or Google Meets to provide synchronous direct instruction via the schedule above.
 - Teachers will take attendance daily on AERIES during synchronous learning time.
 - Teachers will measure participation and time value of student work through daily attendance and evaluation of instructional activities provided. Assignments will be graded.

Student and Family Roles & Responsibilities

Families:

- Parents/ Guardians should support students to actively participate, follow teacher directions and expectations, which includes online conferencing guidelines.
- Parents/ Guardians should support students to complete coursework within the time frame determined by the teacher.
- Be mindful during the class’ synchronous (live) learning time and do not interrupt the instruction or ask questions. This time is for teacher and peer interaction only. Contact teacher during “office hour” or asynchronous time for clarifying questions.
- Allow the student to take an assessment without providing the correct response or over assist.
- Parents/ Guardians will excuse students due to illness or other absence by contacting the attendance clerk by 4:00 PM.
- Establish daily routines.
- Define the physical areas where your child will study.
- Stay connected with teachers and our district.
- Begin and end each day with a check in--ask your child questions about their learning.
- Help your children process and own their learning.

Students:

- Check into your Google Classroom Monday-Friday at 8:20 to begin your learning day. This is how attendance will be taken. A full description of the attendance process is below.
- Zoom/Google Meet Classroom Expectations:
 - Communicate and behave with the same respect and consideration you would use in the classroom at your school.
 - Mute your microphones as you enter your Zoom/Google Meet classroom.
 - Students are expected to have their camera on for the duration of synchronous learning.
 - Practice outstanding Digital Citizenship skills
- Complete assignments with honesty--try your best!
- Do your best to meet due dates.
- If your work is hard, or you need help, please communicate with your teachers as soon as possible so that we can support you. We want you to be successful.
- Collaborate with and support your peers in their learning. We accomplish more by working together and helping each other during these times.
- Comply with ROWUSD’s Acceptable Use Policy and Responsible Use Policy, including expectations for online etiquette.

Check out the table below--it shows who to contact should different issues arise. We’re here for you!

If the following issue comes up:	Please contact:
A course, assignment and/or resource cannot be accessed, is difficult to understand or requires support. You need technology help.	Your teacher

A personal, academic or social-emotional concern	Your teacher, your Principal, Care Solace(access through District website)
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Assessments approached from different perspectives. Assessment is one of the more challenging shifts to make during Distance Learning. As such, teachers are encouraged to think differently about frequency and end goal of assessments assigned. A balanced assessment system will not only help teachers understand student learning and areas of need, but can be leveraged as powerful tools to help students monitor their own academic progress.

Two types of assessments that we might focus on during this time are:

- **Formative Assessments** (check for understanding, student performance guides next steps in instruction, focus on providing feedback to students--not for a grade).

Some examples of Formative Assessments:

- Students are asked to submit learning reflections via Flipgrid, screenshots, email, Google Forms, Google Docs, etc
- Low stakes quizzes and polls using Peardeck, NearPod, Quizizz, Kahoot, etc
- Exit Slips using Google Forms, etc
- Student Self-Assessments: Students are given a rubric and have them assess themselves to identify strengths and weaknesses via Google Forms, Flipgrid, etc.

- **Summative Assessments** (check for student mastery, grade is often assigned)

- Beginning of the Year Assessments may include:

- ESGI-TK/K
- STAR READING & MATH-Grades 2-5
- Running Records Grades 1-2
- Beginning Phonics Skills Test (BPST) - Grades 1-2
- Curriculum Based Assessments--Diagnostic or Formative--Journeys & Go Math
- FastforWord (if applicable)
- Moby Max Math(if applicable)

Some examples of Summative Assessments:

- Star Reading and Math
- Assessments from adopted curriculum of Go Math, Journeys, Think Central
- Grades 3-5: Smarter Balanced Assessment “Interim Assessment Blocks”
- Students create a how-to video, screencast, blog, webinar that demonstrates mastery of content
- Digital Portfolios - Students submit work samples that meet mastery targets

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Stakeholder Engagement

- Weekly communication will be provided to elementary educators, families, students, and other stakeholders in English and Spanish through the all-call system including voice message, email, Twitter, Facebook, text, and the school website.
- Stakeholders will be encouraged to provide feedback to their PTA, SSC, ELAC, Classroom Teachers, and Administrator.

Communication Systems

Channel	Audience	Purpose
Email (firstname_lastname@rimsd.k12.ca.us)	Teachers, Families, Students	<ul style="list-style-type: none">● Major communication and announcements● Individual communication with families regarding student progress
Class Dojo (and School Dojo) Remind Parent Square (Parent All-Call System)	Teachers, Families	<ul style="list-style-type: none">● Brief communication and announcements
Google Classroom	Teachers, Families, Students	<ul style="list-style-type: none">● To communicate with students, post work, deliver instruction, and assessments
Zoom or Google Meet	Teachers, Families, Students	<ul style="list-style-type: none">● To provide synchronous instruction and live group meetings
School Website https://www.rimsd.k12.ca.us	General Public	<ul style="list-style-type: none">● To provide up-to-date information regarding resources to support students and families