



# Rim of the World High School

Achievement • Participation • Pride • Responsibility

Torri Burke – Principal

Steven Hartranft – Assistant Principal

Stephanie Phillips - ROP/CTE Coordinator • Ryan Reisbord - Athletic Director

## Rim of the World High School Distance Learning Plan for Families and Students

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## Student Learning Day

Daily Learning Plans will be posted online each day by each teacher according to this schedule.

- **Synchronous learning:** Teacher paced and live interaction with students - Virtual classroom, live presentations, messaging, live audio or video, live quizzes, polling, etc.
- **Asynchronous Learning:** Student paced - Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:10 - 8:30	Staff Meeting	Departments	PLC	PD	Flex
8:30 - 9:20 Synchronous/ Zoom	Period 1 8:30 - 8:55 Period 2 9:00 - 9:25	Period 1	Period 4	Period 1	Period 4
9:30 - 10:20 Synchronous /Zoom	Period 3 9:30 - 9:55 Period 4 10:00 - 10:25	Period 2	Period 5	Period 2	Period 5
10:30 - 11:20 Synchronous/ Zoom	Period 5 10:30 - 10:55 Period 6 11:00 - 11:25	Period 3	Period 6	Period 3	Period 6
11:20 - 11:50	Lunch				
11:50 - 12:45	Flex				
12:45 - 2:15 Asynchronous	Weekly Assessments	Period 1, 2, 3, 7	Period 4, 5, 6	Period 1, 2, 3, 7	Period 4, 5, 6
	Office Hours, Small Group Support, Differentiation, Remediation				
Synchronous	Period 7 2:15 - 2:40	Period 7 2:15 - 3:05		Period 7 2:15 - 3:05	



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## **Amount of Time Learning**

There will be 150 minutes of synchronous learning and 90 minutes of asynchronous learning daily. There will be a total of 240 instructional minutes every school day.

## **Learning Platforms**

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

## **Student Expectations**

- Students must reply to their teachers' email promptly or check into their teachers' Google Classroom Monday through Friday during school hours.
- Students must be ontime for their online classes, outlined by the schedule above. Attendance will be taken. Students' attendance will reflect tardies and leaving class early.
- Students need to actively participate, follow teacher directions, and expectations including online conferencing guidelines, as well as actively respond to communication. Students must complete coursework within the timeframe determined by their teacher.
- Students must adhere to the 'student video conferencing guidelines'
  - Find a common space in the house with a non-distracting wall or background.
  - Be on time for the session.
  - Mute yourself when you are not speaking.
  - Use headphones with a microphone when possible (not required, but helpful if available).
  - Speak clearly when sharing your thinking.
  - Follow the norms determined by your teacher.
  - Follow all school rules, including dress code.
  - Be sitting up at a desk/table/flat surface.
- Students must follow all school rules and expectations while engaged in synchronous and asynchronous learning.

## **Parent/Guardian Expectations**

- 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.
- Parents/ Guardians should share the responsibility of logging into AERIES to view student progress.
- The appropriate time to ask questions is during office hours or via email, please do not interrupt synchronous instruction.
- Parents/ Guardians will excuse students due to illness or other absence by contacting our RHS attendance clerk by 3:00 PM.
  - RHS Attendance Clerk: [Amy\\_Gross@rimsd.k12.ca.us](mailto:Amy_Gross@rimsd.k12.ca.us)
  - Students will be marked absent if they are not present in their synchronous class.



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## Communication

- Student Communication: Communication with students will be through their school district email and through Google Classroom. Teachers will communicate with students about alternative communication tools.
- Family Communication: Communication with families is through the email addresses provided in the student's AERIES parent portal. Please make sure you have updated your AERIES data confirmation with any updates to family/parent/guardian emails. More information on the AERIES parent Portal can be found on our district website. ([click here for link to AERIES Parent Portal](#))
- All RHS teachers can be reached through email. Teacher's contact can be found on their teacher page on the school's website ([click here for link to staff directory](#)).
- If you have questions or concerns regarding course load, college and career resources, and mental wellness, please contact the following staff. The Counselors are available for students and families to reach out through email and phone calls during school hours. The following RHS staff are ready to answer questions, support learning and advocate for students and families.
  - Ms. Kathy DuBois (A - Go & AVID) [Kathy\\_DuBois@rimsd.l12.ca.us](mailto:Kathy_DuBois@rimsd.l12.ca.us)
  - Ms, Lori Tarwater (GR - O & EL) [Lori\\_Tarwater@rimsd.k12.ca.us](mailto:Lori_Tarwater@rimsd.k12.ca.us)
  - Ms. Korina Serrato (P - Z & SPED) [Korina\\_Serrato@rimsd.k12.ca.us](mailto:Korina_Serrato@rimsd.k12.ca.us)
  - Ms. Beth Hallmark (Administrative Assistant) [Beth\\_Hallmark@rimsd.k12.ca.us](mailto:Beth_Hallmark@rimsd.k12.ca.us)
- If your is question is not resolved from the above staff members, please contact the High School Leadership Team:
  - Ms. Torri Burke (Principal) [Torri\\_Burke@rimsd.k12.ca.us](mailto:Torri_Burke@rimsd.k12.ca.us)
  - Mr. Steven Hartranft (Assistant Principal) [Steven\\_Hartranft@rimsd.k12.ca.us](mailto:Steven_Hartranft@rimsd.k12.ca.us)
  - Mrs. Stephanie Phillips (ROP/CTE Coordinator) [Stephanie\\_Phillips@rimsd.k12.ca.us](mailto:Stephanie_Phillips@rimsd.k12.ca.us)

## Stakeholder Engagement:

- Weekly communication will be provided to RHS educators, families, students and other stakeholders in English and Spanish through all call system including voice message, email, Rim application, Instagram, Facebook and text.
- A weekly Principal's newsletter will be published and posted on social media every Friday with updates for all stakeholders. Individuals can subscribe and have the newsletter emailed to them.
- A weekly RHS Bulletin will be sent every Sunday to RHS staff.
- Stakeholders will be encouraged to provide feedback to their PTSA, SSC, ELAC, Classroom Teachers, Counselors, and Administrators.
- Two 'Coffee with a Principal' meetings are scheduled each month and translation services for those meetings will be available.



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## **Continuity of Instruction:**

- o Google Suite, AERIES, and district-provided online adoption curriculum will be utilized to provide full curriculum access to all students.
- o Daily engagement with students, following the above block schedule.
- o Daily live, synchronous instruction, 150 minutes each day.
- o 90 minutes/day of appropriate level asynchronous instruction accompanied with teacher office hours for students to access for additional support.

## **Student Participation and Progress:**

- o RHS Teachers will utilize Zoom or Google Meets to provide direct instruction via the schedule above.
- o RHS Teachers will take attendance daily on Aeries during synchrony learning time and all assignments will be graded.

## **Distance Learning Professional Development (PD):**

- o RHS Staff will participate in weekly staff meetings, PLCs, department meetings, and professional development as identified in the PD plan for the school year. These meetings are outlined in the schedule above.
- o Flex time is scheduled each day to provide teachers with time to work with TOSAs, other teachers, and administration on learning new distant learning strategies and tools.
- o RHS staff will be provided information for online training provided by google education, AERIES, and other educational platforms to give them the tools to meet the needs of students.
- o RHS staff will also receive weekly distant learning PD from administration every Thursday.

## **Staff Roles and Responsibilities:**

- o RHS Teachers will maintain regular contract hours of 7:05 AM – 2:22 PM.
- o RHS Teachers will provide instruction through synchronous and asynchronous learning, offering opportunities for support through the below agreed-upon schedule.
- o RHS Teachers will be responsible for responding to student and families communication in a timely manner.

## **Supports for Pupils with Unique Needs:**

- o RHS Teachers will provide differentiated supports to English Learners, pupils with special needs, foster and homeless pupils that are aligned to state standards, and appropriate to student learning needs during both synchronous and asynchronous learning times. Teachers will facilitate small group instruction and support to identified students during asynchronous time.

## **Plan for Assessing Student Learning Loss:**



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- **ELA:**
  - Teachers will assess using the IABs on, at minimum, a quarterly basis, but potentially more frequently.
- **Math:**
  - **For IM1 Students:**
    - Tools: Online MDTP Assessment, IABs and CFAs.
    - Timing and purpose:
      - MDTP will be administered at the end of the eighth grade year or within the first two weeks of IM1. Results will help teachers to identify class-wide areas of instructional need and will guide planning course structure.
      - IABs will be administered once per quarter. IABs will inform teachers of specific skill attainment throughout the course and will act as a progress monitor for certain areas identified by the MDTP.
      - CFAs will be administered at least quarterly and will inform teachers of progress towards high priority course objectives.
  - **For IM2 and IM3 students:**
    - Tools: IABs and CFAs.
    - Timing and purpose:
      - IABs will be administered once per quarter. IABs will inform teachers of specific skill attainment throughout the course and will act as a progress monitor for certain areas identified by the MDTP.
      - CFAs will be administered at least quarterly and will inform teachers of progress towards high priority course objectives.
  - **For Precalculus, Financial Algebra , AP Statistics, and AP Calculus students:**
    - Tools: Pre-lesson assessments.
    - Timing and purpose:
      - Pre-lesson assessments will be given before the beginning of certain lessons that require pre-requisite skills. The results will inform teachers of learning gaps that need to be addressed before new skill attainment.
- **Science:**
  - **Chemistry, Physics, AP Physics (All three subjects)**



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- Daily Questions
- Weekly Google Classroom Quiz Forms to assess short term learning goals
- Google Classroom Tests (created by the teacher) at the end of each of the six sections, three per semester
- **Biology**
  - Daily science starts/access prior knowledge
  - Weekly Google Classroom Quiz forms (common)
  - Pre-and post chapter assessments in Google Classroom
  - Common Performance tasks (virtual labs)
- **Social Science:**
  - We will be using pre and post benchmarks to assess learning growth (loss) throughout the year on a quarterly basis. We also give regular review quizzes and, in A.P., evaluate monthly essays.
  - Initial benchmark assessments will be given at the beginning of each quarter.
  - We will be giving a variety of assessments throughout the year. For all courses we will be giving regular assessments to check for understanding...with the goal of preparing our students to be successful on their post (end of quarter) benchmarks. We will re-teach when the results of assessments show that most students do not understand what has been taught them and re-assess before we move on to the next topic. We will engage in a spiral review to make sure that all learning objectives have been accomplished prior to the post (end of quarter) benchmarks. Teachers teaching the same subject may agree to occasionally give the exact same assessment (i.e. end of chapter quiz, short responses, cumulative activities, and utilizing the same rubrics for student created short videos, PowerPoint, posters, and map work. Other assessments would be up to the choice & design of each teacher.
  - **A.P. Courses:** We will give our students assessments throughout the entire year in order to prepare them for success on the national exam. The A.P. teachers use the College Board resources for student learning.
- **Foreign Language:**
  - World Language dept will be using textbook-made, teacher created, and Quizlet assessment tools. The initial assessment will be given at the end of the 3rd week of instruction. From that point, a vocabulary assessment will be given on a weekly basis, and an "end of unit" assessment will be done every 3 weeks.
- **PE:**



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- Modified State Physical Fitness test in all PE classes the first week of school, Video assessments, Online video resources, Week 1 pre assess, Week 4 mid self-assess, Week 8 post assess with student video
- **SPED:**
  - The **Mod/Severe** teachers will use Unique Learning Systems assessment/progress monitoring tool as well as informal assessments as per goal achievement. The teachers will assess within the first 30 days of returning to school. The teachers will assess students weekly.
  - The **SDC/ED** teachers will use a combination of DOL (English), textbook and or teacher made assessments. The teachers will assess within the first 30 days of returning to school. The teachers will assess students weekly.
  - The **RSP** teachers will follow the guidelines set forth by the general education departments. The RSP teachers will monitor the initial assessments and the future assessments and provide modifications and or accommodations per students IEP.
- **VAPA:**
  - All teachers in the VAPA department will be using teacher created tests to assess loss of learning. Initial assessments will be given in the first three weeks of school. Teachers will monitor student progress with ongoing assessments via projects and performances, as well as quarter benchmark assessments. Students new to VAPA will follow a typical pre and post-instruction assessment model.
- **ELL:**

## **Mental Health and Social-Emotional wellbeing:**

- **Monitoring:**
  - Social-emotional wellbeing for staff will be monitored by colleagues and administration during the built in collaboration and staff meeting times in the distant learning schedule.
  - Social-emotional wellbeing for students will be monitored by both teachers and counselors through daily synchronous engagement, attendance, and check-ins with the counselors. In addition, the first few weeks of learning will be focused on building relationships and checking in with students and families to help monitor social-emotional wellbeing.
  - School Psychologists shall provide individual and/or group supports for students for social, emotional and/or behavioral needs as deemed necessary by the psychologists, as well as communicate with families to provide support. Any appointments scheduled can be conducted virtually, by phone, or email, so long as it meets all legal thresholds.
- **Professional Development:**





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- Bi-Weekly lessons provided by RHS Counseling, School Psychologist, and administration to students and staff.
  - Staff bi-weekly lessons and information will be provided in the staff meetings and followed up with information and PD posted in the staff google classroom as well as on the RHS Staff PD website.
  - Student bi-weekly lessons and information will be presented to students by RHS Counseling staff and School Psychologist during synchronous and asynchronous learning time. Lessons delivered by counselors will begin the third week of instruction.
- **Resources:**
  - MPH Counseling Staff Contacts:
    - Counselors:
      - [Korina\\_Serrato@rimsd.k12.ca.us](mailto:Korina_Serrato@rimsd.k12.ca.us)
      - [Kathy\\_DuBois@rimsd.k12.ca.us](mailto:Kathy_DuBois@rimsd.k12.ca.us)
      - [Lori\\_Tarwater@rimsd.k12.ca.us](mailto:Lori_Tarwater@rimsd.k12.ca.us)
    - Psychologist
      - [Leticia\\_Alarcon@rimsd.k12.ca.us](mailto:Leticia_Alarcon@rimsd.k12.ca.us)
  - Care Solace ([click here for the link to Care Solace](#))

## **Accommodations and Modifications**

- Questions for students with IEPs should be directed to the student’s case manager. Questions for students with 504 plans should be directed to the student’s counselor.
- Small group instruction, differentiated support, and individualized instruction will be provided to students with unique learning needs during the asynchronous learning time.

## **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 10<sup>th</sup>, 2020.

## **Acceptable & Responsible Use of District Technology**

- Students should review and sign both the Acceptable Use and Responsible Use forms regarding expectations of use of District technologies.
  - [Click here for link to Acceptable & Responsible Use Policies](#)

## **RHS Hybrid Plan (in the event it is needed):**

		A-M T/TH	A-M W/F
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		N-Z W/F Alternating Mon	N-Z T/TH Alternating Mon
Period 1 57 minutes	7:10 - 7:40	In Class	Synchronous (Zoom)
	7:40 - 8:07		Asynchronous
Period 2 62 minutes	8:13 - 8:43	In Class	Synchronous (Zoom)
	8:43 - 9:15		Asynchronous
Nutrition	9:15-9:25		
Period 3 57 minutes	9:31 - 10:01	In Class	Synchronous (Zoom)
	10:01 - 10:28		Asynchronous
Period 4 57 minutes	10:34 - 11:04	In Class	Synchronous (Zoom)
	11:04 - 11:31		Asynchronous
Lunch	11:31 - 12:01		
Period 5 57 minutes	12:07 - 12:37	In Class	Synchronous (Zoom)
	12:37 - 1:04		Asynchronous
Period 6 57 minutes	1:10 - 1:40	In Class	Synchronous (Zoom)
	1:40 - 2:07		Asynchronous