Riverdale Ridge High School

RESTART 2020

In-Person Family Information

August 26, 2020
Agenda

- Overview of In-Person School Day
  - Bell Schedule & Cohort Schedule
  - Daily Work Expectations
  - Google Classroom
- Advisory at RRHS
- Safety Protocols
- Athletics & Activities Update
- No Place for Hate Initiative
- Questions & Answers
So Whose Decision is It?
Updated CDE Guidelines & 27J High School Learning Frameworks

Current Level: Safer at Home

**STAY AT HOME**
- Wide scale closures, except for critical functions, to reduce hospitalizations and deaths
- Gatherings prohibited

**SAFER AT HOME**
- Partial reopening, around 25%-50% with capacity caps, to give public health and health care systems ability to scale their testing, tracing and treatment capabilities.
- Small gatherings are okay, but large gatherings are prohibited.

**PROTECT OUR NEIGHBORS**
- Expanded reopening, around 50% without caps, as local outbreaks are managed by strong local systems.
- Larger gatherings are okay, but mass gatherings are prohibited until there is a treatment or vaccine.

27J SCHOOLS

<table>
<thead>
<tr>
<th></th>
<th>Fully Remote</th>
<th>Blended (f2f &amp; Remote)</th>
<th>Face to Face (f2f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of students</td>
<td>50% of students</td>
<td>100% of students</td>
<td></td>
</tr>
</tbody>
</table>

Virus Mitigation
RRHS Statement of Purpose

Riverdale Ridge cultivates a safe, inclusive, and productive learning environment where all community members are engaged and inspired to lead fulfilling lives.
In-Person Learning Framework
Cohorts (A,B,C,D)

- Students will attend class in-person at RRHS one day per week based on their Cohort.
- Students will learn via a combination of in-person and remote learning during the week.
- On days when a cohort group is not engaging in person (on campus) learning, students will learn remotely with an expectation of six (6) to eight (8) hours of coursework daily.
- On remote days, attendance for students in this cohort will be taken via their participation in the designated course work, usually, at the beginning of each class.

- On-Campus and Off-Campus Cohorts all have class at the same time Tuesday-Friday.
- All students will engage in each course through their teacher’s Google Classroom.
### Student Example for Quarter Class

<table>
<thead>
<tr>
<th>Raven Teacher 1</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1/2</td>
<td>1: US History</td>
<td>2: Int Math 1</td>
</tr>
<tr>
<td>Period 3/4</td>
<td>3: Ceramics 1</td>
<td>4: Biology</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>5: English 9</td>
<td>6: Health</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
</tbody>
</table>

- A trimester enables a student to concentrate on few subjects at a time enabling material to be learned in an efficient manner.
- Requires students to learn time management skills, as with semester classes, and to stay current on coursework from the first day of class.
- Family vacations should be scheduled during breaks only!
<table>
<thead>
<tr>
<th>Periods</th>
<th>On-Campus Learner Cohorts Schedule</th>
<th>Off-Campus Cohorts Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qtr 1</td>
<td>Qtr 2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>8:30-10:15</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>10:20-11:50</td>
</tr>
<tr>
<td>Lunch &amp; Advisory</td>
<td>11:55-1:10</td>
<td></td>
</tr>
<tr>
<td>Group 1 Lunch</td>
<td>Group 2 Advisory</td>
<td>11:55-12:25</td>
</tr>
<tr>
<td>Group 1 Advisory</td>
<td>Group 2 Lunch</td>
<td>12:30-1:10</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>1:15-3:00</td>
</tr>
</tbody>
</table>

Remote learners will be expected to log in at the beginning of class and complete the bell-ringer/opening activity with the on-campus group; in addition to completing the learning experience remotely for the day, they may be expected to participate via video in whole group class introduction of GEL and in other learning experiences during the class period time.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Cohort</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
### Instructional Model
For ALL student cohorts (A,B,C,D) every day

<table>
<thead>
<tr>
<th>Week of 9/8/20</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daily GOAL</strong></td>
<td>Daily Goal relates directly back to 27J Curriculum Frameworks. Teachers will include the daily goal and tasks in Google Classroom.</td>
</tr>
<tr>
<td><strong>Warm-Up</strong></td>
<td>At start of period - In Google Classroom. All students (in person and remote) complete the warm up. Completion/ participation serves as attendance. Teachers record attendance in IC based on student completed response to the day’s warm up/activity.</td>
</tr>
<tr>
<td><strong>Mini Lesson</strong></td>
<td>Direct Instruction from the teacher that supports the understanding and application of that day’s goal. In-person cohort will get the mini lesson through live instruction. Remote and off day in-person cohort students may watch a recorded version of teacher delivering the mini lesson, watch live, or have directions in Google classroom.</td>
</tr>
<tr>
<td><strong>Work Time</strong></td>
<td>Planned deliberately to enhance the understanding of the week’s or daily learning goal(s). In Person work time may look like: Lab time; Individual work; Group work; One-on-one instruction; Tech tool integration Remote Cohorts work time may look like: Lab preparation/completion; Individual work; Group work; Tech tool integration</td>
</tr>
<tr>
<td><strong>Closure/ Exit Ticket</strong></td>
<td>Should bring closure to the day’s learning Should be used to inform students of upcoming concepts and/or content.</td>
</tr>
</tbody>
</table>
Google Classroom (replaces Schoology)

- Learning Management System (LMS)
- All course work is stored and “delivered” via Google Classroom
- Parent Guide on our Website in “Quick Links”
This is not the Remote Learning of March, April, May

Our Raven Scholars (students) will be expected to complete 6-8 hours of coursework DAILY Tuesday-Friday and may have weekend homework at times based on classes selected.
Our main goal is to “make a BIG school feel small” by providing each student with a mentor to help them navigate high school and beyond.
HOW WILL WE ACCOMPLISH THIS?

Social & Emotional Learning (SEL)
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Mentorship & Relationship Building
Advisory ensures that every student has an adult serving as an advocate, advisor, and mentor in support of their journey as a Raven and as they begin their post-high school endeavors. Students will also build strong connections with their peers that will lead to a strong commUNITY at RRHS.

Logistics of the School
School announcements, messages, and upcoming events will be distributed through Advisory. This allows all students to receive the same information at the same time, regardless of their learning platform (online or in person).

Academic Progress Monitoring
The staff at RRHS is committed to the success and growth of every student. Students and Advisors will check in weekly to set goals, check grades, and create action plans to help students reach their short term and long term goals. Advisory teachers will support students in navigating and prioritizing their various responsibilities.
27J Layers of Protection

- Hand washing
- Increased sanitizing
- Limiting building visitors
- Entry temperature checks
- At-home health screenings
- Physical distancing
- Cohorts
- Cough & sneeze hygiene
- Face coverings
- Stay home if you are sick

No single layer can completely prevent the spread of germs. By combining multiple, protective layers, we can make our buildings as safe as possible from the spread of germs.
Risk Mitigation = SAFE Learning Environment

- Mask when ON CAMPUS at ALL TIMES
  - Exceptions: Alone in a Space or Outside and 6 feet separation or while eating
  - Recommend 2 masks daily (having a back up...)
- Practice Distancing...socially of course
  - Two arms length as often as possible
  - Limit close distance
- Wash Hands and/or use Hand Sanitizer
- Directional Hallways for Arrival, Class Change, Dismissal
- Closed Campus
- No Visitors (including food deliveries)
Risk Mitigation = SAFE Learning Environment

- Effectively manage student travel during class periods
  - Directional Hallways
  - 3 students in a restroom at a time

- Breaking the habit of socializing in tight groups--replace with walk and talk....

- We will have Fire Drills
  - We will have a “talk through” Lockdown Drill
Risk Mitigation = SAFE Learning Environment

Arrival (no entry into the building prior to 8:15 a.m.)
Students will enter the school at the GRADE designated entry (Community Update on Monday)

In-Person Screening
Students will enter through two screening checks:
1. Identity
2. Health: Signs & Symptoms and Temperature Check

Attendance
Attendance for all students (Cohorts A,B,C,D) will be taken at the start of each class period according to the RRHS Bell Schedule.

Students learning remotely on a given day will log in at the beginning of each of their classes and complete a daily task (bell ringer/warm up) that will be used to track their attendance in Infinite Campus.

Dismissal (need to depart campus immediately at the end of the day)
Use a “rolling dismissal” from 2:45 to 3:00 p.m. to reduce traffic in the hallways
Risk Mitigation = SAFE Learning Environment

- Routine cleaning by Teachers and Students
  - Detergent based cleaner and paper towels
- Daily Sanitization of high touch areas by custodians
  - Remove materials from desks
- Sanitizer for all classrooms
  - Encourage hand washing when possible
What are COVID-19 Symptoms?

- Cough
- Fever (100.4 and above)
- Fatigue
- Headache
- Shortness of breath
- Congestion/runny nose
- New loss of taste/smell
- Chills
- Muscle/body aches
- Sore Throat
- Nauseas/Vomiting
- Diarrhea

Students will be sent home/relatives if presenting with symptoms...
Frequently Asked Questions (FAQ)?

Q: How will we know if a student or a staff is considered a close contact to someone who has COVID-19?

- Each school will work with Tri-County Health Department to determine any close contacts and you will be notified through your school. Your child will then roll over to remote learning until their 14 day quarantine is up.

Q: If anyone is quarantined, can they still participate in extracurricular activities?

- No.

Q: How will a school know if there is an outbreak?

- As defined by CDPHE, an outbreak is
  - two or more people from separate households with confirmed COVID-19, with onset within 14 days in a single classroom or cohort,
  - two or more teachers/staff with confirmed COVID-19 are close contacts within the school setting (school staff outbreak),
  - 10% absenteeism (among expected in-person students/staff) in the whole school for any reason.\(^1\)
Frequently Asked Questions (FAQ)?

Q: What will a school do if there is an outbreak?

- 27J and school staff will work with Tri-County Health Department and contracted nurses from Children’s Hospital to determine appropriate steps for notification, closure, and testing. All students and staff will roll into remote learning in the event that a school needs to be shut down.

Q: What if a student gets sick with COVID symptoms in my class?

- The students will be sent to an “isolation” room separate from the health office and be treated by a health monitor who is CPR certified until they are picked up, the school will call the parent or guardian to pick up their child. The child will need to isolate for 10 days and engage in remote learning if well enough.

Q: If I pass someone in the hall who is positive for COVID-19 the next day, am I a direct contact?

- No, a direct contact is someone who has been within 6 feet for more than 15 minutes or who physically touched that person.
THE WAY OF THE RAVEN

INTEGRITY
is washing your hands for at least 20 seconds

THE WAY OF THE RAVEN

RESPONSIBILITY
is keeping a 6’ distance between you and others

THE WAY OF THE RAVEN

EMPATHY
is wearing your mask to protect those around you

you’re part of a commUNITY
Season A: Boys Tennis & Golf; Girls Softball; Cross-Country
  - Limited spectators and significant safety protocols for practices and games
  - Lots of early success by the Raven teams!

Season B to begin in January

Activities that are In-Person are being limited/replaced during the Fall semester

Growing number of Clubs for students!
What is No Place For Hate?

**NP4H** is a group with the primary purpose of improving and maintaining a school’s culture and climate so that all students can thrive and be successful.

In our inaugural year of introducing **NP4H** to Riverdale Ridge, **student coalition** leaders will be working on:

- Recruiting and collaborating with fellow students
- Signing the Resolution of Respect
- Designing and implementing school-wide anti-bullying or anti-bias prevention activities

**The Staff Coalition** will be working on:

- Creating mini-lessons for Advisory classes and professional development for staff
- Forming book studies that will explore various topics related to Culturally Responsive Practices
- Establishing student support groups that will help our diverse community thrive

Our aim is to create an inclusive environment where everyone is supported within the Raven community.

For more information on No Place for Hate:
[https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate](https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate)
Questions

Thank you for your time tonight!