

Updated Aug. 28

## RSD Frequently Asked Questions

**New questions are in red. SEL and Athletics now have sections.**

Definitions of important terms to know are listed on our [Glossary](#) page.

### School Day

#### Attendance

**Q: Will teachers be taking attendance?**

A: Yes, attendance will be taken this year. Attendance includes both participation in class activities and interaction with a licensed teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.

**Q: What counts as attendance for students?**

A: Synchronous meetings and participation during an asynchronous assignment/activity. Interaction can be evidenced by any of the following or reasonable equivalents:

- o Participating in a video class;
- o Communication from the student to the teacher via chat, text message or email;
- o A phone call with the student, or, for younger students, with the parent;
- o Posting completed coursework to a learning management system or web-based platform or via email; or
- o Turning in completed coursework on a given day.

When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.

**Q: What if my student is sick and misses school for more than 10 days?**

A: More guidance from ODE is in development. We will update with their language when available. We understand some things have changed to accommodate needs within the pandemic.

**Q: For tuition and transfer families, will students be automatically withdrawn if they don't wish to come back to school in person when a hybrid is possible?**

A: Students will not be automatically withdrawn after 10 days. Districts must require CDL options for the year.

#### Grading

**Q: Will students be receiving letter grades rather than just pass/fail?**

A: Yes. Students will be graded according to the RSD grading scales included in the student handbook.

## **Schedules** (these schedules are tentative and not final)

The intended daily schedules for the grade school and high school are under Return to Learn>2020-21 School Year>[Draft Daily Schedules](#)

**Q: Once students can be back on campus in some capacity, is there a third party online option for parents who don't feel comfortable sending their students back?**

A: We are working in partnership with MESD to figure out possible solutions. Stay tuned for more information on this.

**Q: When are staff off of summer break and working again?**

A: New staff return Aug. 24 and all staff return Aug. 25.

**Q: How many hours of instruction time will students be getting comparatively to pre COVID times.**

A: Please see the [draft sample schedules](#) posted on our Return to Learn Website. These draft schedules include a full day of instruction through facilitated and applied learning opportunities and continue to adapt as needed to reflect the most current ODE guidelines.

## **Classes**

**Q: Will the teacher-led live lessons be recorded so that students can come back to watch a video at a later time?**

A: We currently don't plan to record every teacher's lesson live but will be analyzing this further.

**Q: Will teachers be in their classrooms teaching our students?**

A: We are giving teachers the option to allow them to teach onsite in classrooms so that they have access to teaching resources, technology and reliable internet connectivity. This will not be required. Many other school districts are currently not allowing teachers on site.

**Q: When do we need to tell you if we don't wish to send out students back into the building for the year?**

A: We are working in partnership with MESD to figure out possible solutions. Stay tuned for more information on this.

**Q: When can students start coming back on campus?**

A: Oregon public health officials have developed [evidence-based metrics](#) to help school boards and school districts make decisions about how they can safely reopen schools.

To resume in-person instruction in any form, the following conditions must be met:

- 10 or fewer cases per 100,000 people over 7 days in the district's county
- Test positivity of 5% or less over 7 days in the district's county as well as statewide

\*Must be met three weeks in a row

**Q: Since our neighborhood and area is unincorporated Multnomah County is there a way to ask for a variance in the metrics if our area/district has a safer case count?**

A: The metrics guidance is required for schools to follow. It also indicates that districts with a significant amount of students and staff coming from other counties should be looking at those counties' metrics as well. We will update with a response from ODE.

## Specialists

**Q: Why aren't music or P.E. live classes?**

A: We're approaching it in a not-every-day synchronous opportunity but there will be some opportunities. Specialists aren't built into the schedule in a seven period day like they were before. It's not best practice to have 45 kindergartens on a single meet. Specialists will do teacher-facilitated lessons that will tie into core instruction and will have opportunities for live meetings.

**Q: What about students receiving special services?**

A: Case managers will be reaching out to all families receiving services at the start of school.

## SEL (Social-Emotional Learning)

**Q: What is SEL?**

A: The process through which children and adults learn to pay attention to their thoughts and emotions, develop an awareness and understanding of the experience of others, cultivate compassion and kindness, learn to build and maintain healthy relationships, and make positive, prosocial decisions that allow them to set and achieve their positive goals.

Restorative practices, such as using circles are the foundation for safe and positive learning environments, increases students' learning and success in life. SEL is about creating connections and is the root of establishing strong communities

**Q: What is restorative justice in practice?**

A: Restorative justice fits into SEL. When in the classroom, staff utilize circles and ask students questions to reflect on behaviors and thoughts. These questions can now be asked in virtual

circles with small groups of students. These practices allow us to adjust with each other to develop the healthiest relationships between others that teach students how to live with other humans through empathy building.

**Q: What does SEL look like in practice?**

**A:** Childhood anxiety and depression are high right now. SEL builds self awareness, personal responsibility and when we look at educating a whole child, this is a large piece of it. It also provides support to deal with tragedy.

At the grade school, Jennifer McDonald and Erika Andrews have set aside time to meet with groups of students. They will use the Habits of Mind supplemented with the MindUp curriculum to teach skills. Erika will also be working with individual students. Their services will be available to teachers to help with small groups of students. **RGS parents/students can fill out this [form](#) to meet with Erika Andrews.**

At the high school, the entire advisory class is being revamped where SEL curriculum will be included. There will be an emphasis on community building, circle forward curriculum and science of happiness curriculum. They will partner with YouthLine and the Dougie Center to include lessons around coping with stress and psychological first aid. Advisory will be two times a week because, in the absence of group work and social-emotional skills in the context of learning when physically in school buildings, students will need thoughtfully planned out time to interact with their peers while in CDL.

**Q: Can you please explain how the social emotional “pods” will work for the HS and GS? (When they begin, how to access them etc.)**

**A:** With the new structure and schedule for distance learning this fall, social emotional groupings will look different than what was done at the grade school in the spring. This fall, some of the options we are exploring as a team are to provide opportunities for students to opt into a social group during lunch time with Ms. McDonald. Once school begins, there will be more specialized student groups offered in the afternoons (examples of topics for specialized groups include anxiety, organization, self & social awareness and/or responsible decision-making). These groups will be around the needs of students. Input will be collected from parents, students and teachers to ensure we are meeting the needs of the student population.

**Q: Why does Riverdale use SEL?**

**A:** According to the Oregon Department of Education, prioritizing the mental health of students and staff is essential. Mental health, which encompasses social, emotional, cognitive and behavioral health, is central to the well-being of students and all who serve them.

In addition to ODE’s guidance, the American School Counselor Association has embedded Social and Emotional Mindset standards into the standards school counselors use to guide their practices. This helps foster the skills and attitudes for children and teens to be able to navigate in a social world as students and later as professionals in the workforce.

## Technology

**Q: Does every student have a Riverdale email account?**

A: Riverdale students grades K-12 have their own Riverdale email.

**Q: What platform is being used?**

A: Google Classroom is the LMS (learned management system). Riverdale is a Google Suite district that teachers and students are more familiar with. SeeSaw will be used in lower grades k-4. The grade school will also use iReady and both schools use Stemsscopes.

**Q: What platform are you using for video calls?**

A: Google Meet is already integrated into our Google Suite, and we want this continuity since everyone has Google emails. Recording Meets is problematic due to privacy concerns and is explicitly not recommended by OEA. Google Meet is embedded in G Suite and works seamlessly with Google Calendar, Gmail, etc. While Zoom supports signing in with a Google account, it doesn't have the same level of seamless functionality. Familiarity, cost, and ease of use tip the scales toward Meet.

## Calendar

**Q: Will the Sept. 8 start date push the last day of school back a week?**

A: The state will guide us in answering this question when we move to on-site instruction, this time will be counted differently than CDL instructional time. Riverdale is committed to maximizing instructional time. At this point in time, districts are not planning to extend the school year. Some professional development counts in the instructional formula. Stay tuned for more information.

**Q: Will students be able to connect with their classmates before school starts?**

A: Yes. Watch your email and social media for more updates on this.

**Q: Will kids be able to meet their teachers prior to the start of school?**

A: Yes. Stay tuned for what this will look like.

**Q: Will breaks (i.e. Thanksgiving and Winter Break) be modified?**

A: As of right now, breaks will not be modified.

## Back to School for the Grade School

**Q: Do 7th and 8th graders have electives in CDL? Can we make offering electives possible every other week?**

A: They will not have electives until school is back in person. This is because a large majority of electives are offered by core teachers, and they do not have time in their day to do this in CDL.

**Q: Why are music and P.E. being offered and can students opt out of these classes to take electives instead?**

A: Specialists will communicate separately to families the intended schedules and expectations.

**Q: When will Kindergarten start?**

A: Kinders will also start Sept. 8.

**Q: I'm hoping to get involved in a "pod" which I think may be made easier if classroom assignments were known. When can we expect to know our child's fellow classmates and their parents contact info?**

A: We are reviewing these at the beginning of August and hope to have classroom assignments shared around mid August. Teachers on grade level teams are working together to ensure continuity between lessons and activities in their classrooms.

The RGS and RHS Equity and Inclusion Teams jointly share caution around the implications of "pods" and groupings. While these efforts are not organized by RSD or PTCs, we urge groups to consider how that will feel to families and students not invited to join. These are unique times, and while everyone is doing their best to address needs, we urge thought around inclusivity.

**Q: Will students in the same grade with different teachers be on the same schedule?**

A: We want their experiences to look similar and students to have equity of experience, so teachers will be working to align.

**Q: Why is breakfast included in the proposed schedules?**

A: ODE requires that we include this and follows their nutrition guidelines for consistency and allows us to do some Social Emotional Learning lesson check ins with students

## ***Child care***

**Q: Will the before and aftercare program be available?**

A: State guidance will be forthcoming about what child care options are possible in our facilities.

## **Back to School for the High School**

**Q: Will there be separate times established for juniors to begin college inquiry/SAT prep etc or will they need to make arrangements and seek out the counselor themselves?**

A: Our College Counselor Robert Lovvorn will be reaching out to students once school starts.

**Q: Will RHS have a new student orientation?**

A: Yes. Details will be finalized and sent out to parents. Typically this happens in person before the first day of school, so it will look different this year.

**Q: When will students receive their classes?**

A: After the schedule is finalized, RHS will work on sending classes to students.

**Q: Will the same amount of academic content be covered during this trimester as before COVID?**

A: Teachers look at the proposed schedule at the high school as a full academic day for students. Students are expected to be working on their courses for the same amount of time daily, but we wanted to alleviate "zoom fatigue" and preserve our 70 minute time for deep learning (an opportunity to step away and work and come back together for review, questions, etc within the period). Students will be provided content and materials for extended application and practice during the afternoons in order to access the same content standards they would typically receive in the classroom. Students will have access to teachers and instructional assistants during applied learning through scheduled office hours and study hall.

**Q: Will the Applied Learning Labs be required?**

A: Yes, Assessments, Individual or Group Project Time, Seminar Discussions, Science Labs, Book Circles, Individual Research, Process Writing, Peer Editing, Virtual Makerspace, Office Hours are the options during this time.

- Teachers may require students to attend live synchronously scheduled Applied Learning Labs during their respective subject matter blocks, or prepare asynchronous options that students complete as directed
- Electives are scheduled into either World Language, Technology, Visual or Performing Arts
- Teacher Prep time is scheduled into Applied Learning Labs time when it is not scheduled as part of a particular day.

**Q: Will the fixed time periods at the high school be entirely live?**

A: It does not need to be 100% live during those times to be counted as teacher-facilitated learning.

A class period might include:

- a live lesson
- student discussion or collaborative work in breakout rooms
- a short assignment to check for understanding
- live wrap up with time for questions, previewing the coming work, etc.

The applied learning time in the afternoon gives students time to work on projects, writing, math and language practice, etc. with support from teachers available in office hours or by appointment as well as our virtual study hall facilitated by instructional assistants and the librarian.

**Q: Why is advisory now two days a week and credit bearing?**

A: Connections are important in this distance format. Advisory will be reinvigorated, exploring career interest, social-emotional development, and college and career readiness.

**Q: Why aren't we doing five classes a day with shorter classes?**

A: Teachers would like to preserve the 70 minute classes to have enough time with students. Ideally when we go into a hybrid model, this schedule can make this transition easier.

**Q: What does it look like for students and teachers in the afternoon?**

A: Teacher-facilitated learning is happening in the morning. Schedules are pretty typical to what happens on-site. During applied learning, students have scheduled time to work on projects and assignments supported by their instructors who are available in office hours or by appointment as well as in our daily virtual study hall.

The applied learning block provides time for students to work through projects (often collaborative), writing assignments, math practice, etc. That is often done during the typical school day with the teacher available as coach. Teacher as coach is an important feature of the CES framework RHS follows.

**Q: Will students have access to resources on campus, such as the library?**

A: We are working on finalizing how our materials will be distributed and other logistics.

**Q: What kind of contact with the school counselor will incoming 9th graders receive?**

A: Kelsey Kaul is the new RHS counselor and looks forward to getting to know RHS students.

## **Athletics**

**PHYSICALS ARE STILL REQUIRED** - Must be completed **every two years**. Use this [OSAA Form](#)

### **New calendar**

- Today- Dec. 27 - Season 1 - Riverdale is determining what sports we can do based on the metrics
- Winter Sports: Dec. 28 - March 7
- Fall Sports: Feb. 27 - May 2
- Spring Sports: April 19 - June 27

**Q: Will the sports and practice information be published online?**

A: Once the district knows more, we will communicate sports updates via eblasts.

**Q: Will the school be offering any practices or training, socially distanced, for soccer during the fall or will nothing start until closer to the start of the season?**

A: We hope to find out more information on what we can legally do based on the current guidance.