

Distance Learning Plan for Riverside Elementary School District #2 (RES2D)



School District Information

**School districts are only required to submit one DLP. If individual schools within a district are providing unique instructional programs, we encourage school districts to incorporate that information into one DLP, as opposed to completing additional templates. Please contact EmergencyDL@azed.gov with any questions.*

School District Name	Riverside Elementary School District #2	School District Entity ID	4257
Representative authorized to submit the plan (This is the individual who will be contacted with questions about the plan)	Dr. Jaime Rivera		
Representative Telephone Number	602-725-9367		
Representative E-Mail Address	jriversa@riverside.k12.az.us		

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Riverside Traditional School	5210	07-04-02-101
Kings Ridge School	84660	07-04-02-102
Maricopa Institute of Technology (MIT) Magnet School	92961	07-04-02-103

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Distance Learning Background Information

a. *Number of Instructional Days (3.b)*

Each school district shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ADE, if the school intended to switch to a different schedule for the 2020-2021 school year. If ADE previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the school district operate for School Year 2020-2021?	180
How many instructional days did the school district operate for School Year 2019-2020?	180

b. *Distance Learning Option (3.b)*

Estimated Enrollment for FY 2021	805	Start Date for Distance Learning	7/27/2020
Estimated Number of Students Participating in Distance Learning for the Full Year	242	Estimated Number of Students Participating in Distance Learning for a Portion of the year	563
Please choose the option that indicates your proposed duration/plan for distance learning:		<input type="checkbox"/> 1. We intend to operate distance learning for the full year for all students. <input type="checkbox"/> 2. We intend to operate distance learning until _____ for all students. <input type="checkbox"/> 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. <input checked="" type="checkbox"/> 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). <input type="checkbox"/> 5. Other (Please explain below)	

If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:

This is the plan we already had in place for students returning to school on July 27th FY 2020, through Distance Learning, with a possible face to face start date now set for August 17th. We had discussed the possibility of having students on campus Monday, Tuesday, Wednesday, Thursday and Friday but due to the severity of COVID-19, this return date may be pushed back even further. When the safety of our students, staff and their families returns to a normal setting we will be prepared to offer our students; hybrid, distance learning, online, and in person instruction, simultaneously or separately.

This information is included in our Path to Recovery Strategic Plan.

Is the school district requiring students to do distance learning?	Yes
If students are required to do distance learning, is the school district providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- *Describe how the school district will track attendance for students attending remotely, whether full time or intermittently.*
 The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:
 - Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
 - Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
 - Daily assignments completed and submitted by the student.
 - A parent attestation or documentation of time spent on educational activities.

The school district is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers will keep a daily log of student contacts; email, phone calls, robo-call, announcements in PLP messenger and the class Dojo platform on a daily basis for each course. 2. Students' attendance will be tracked through log into PLP, student progress reports, individual/small group zoom meetings, virtual intervention group session. 3. All time spent in PLP is documented by individual students, course, teacher and reports can be run to show enrollment, activity and productivity. 4. Zoom meetings can take place inside the PLP platform to document instruction taking place with teacher, tutor lounge inside PLP. 5. Teacher will establish student work expectations on daily assignments/course work that is to be completed and submitted to the teacher weekly. 6. Grade books will show submission of all assignments inside of PLP. Assignments, quizzes, practice quizzes, unit assessments can all be coded as a gradable assignment inside grade book. Teacher created activities can also be included in the grade book but not be a graded activity for purposes of documentation. 7. The assignment details feature for each student in each course shows student progress lesson by lesson and grades for all gradable activities. 	<ol style="list-style-type: none"> 1. Teachers 2. Registrar 	<ol style="list-style-type: none"> 1. Daily 	<ol style="list-style-type: none"> 1. Hard copy of attendance in teacher record book 2. Attendance posted on our Synergy Platform, which is then downloaded to ADE.

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8. Parent attestation/parent compact will be signed and submitted to the teachers and saved as documentation at the school.			
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a. Describe the efforts the school district will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Weekly checks of call logs, monitoring teacher-student communication within the message feature of PLP 2. Create a schedule for principal/headmaster to call families to see if they are being communicated with 3. Survey of families 	<ol style="list-style-type: none"> 1. Teachers 2. Para-Professional 3. ESS/SPED Aides 4. Administrative Team 	<ol style="list-style-type: none"> 1. Daily as needed 2. Weekly 	<ol style="list-style-type: none"> 1. Teacher Call Logs 2. Parent Surveys 3. Follow up contact from school registrar or school administration 4. Emails via Schools' PLP secure messaging system, recording conversation strands between students and school staff.

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Teachers will be expected to be available during regular professional days/ hours. Logged in to Schools PLP or Zoom to be available for students at specific times (ie: virtual office hours). 2. Utilizing Zoom to conduct classroom lessons on a schedule with the expectations that teachers are instructing at that time for a specific course with students who are enrolled in that course. 3. Increased emphasis on communication since students and 	<ol style="list-style-type: none"> 1. Teachers 2. Para-Professionals 	<ol style="list-style-type: none"> 1. Daily 2. Weekly 	<ol style="list-style-type: none"> 1. Principal virtual evaluation 2. Principal or AP participation in virtual zoom meetings 3. Principal and AP daily and weekly reviews of teachers PLP coursework and grade book. 4. Teachers and staff will be required to submit a weekly schedule that specifies their instructional day and student and parent communication log.

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families will not be physically attending school. 4. Tutor sessions for our lowest students throughout the day will be available.			
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b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Emails, texts, phone calls, Common Meeting Time (CMT), are used regularly. 2. Availability to meet with administrative team members and curriculum coaches any time during established professional time to discuss concerns or request assistance. 3. Specifically for employees to utilize. 4. Surveys, check-ins on what staff needs from administration, peers, students and parents or from the community. 	<ol style="list-style-type: none"> 1. Mrs. Minzer 2. Site Administration 	<ol style="list-style-type: none"> 1. Weekly set PD schedules 2. CMT – Monthly during school year. 3. Weekly during off-school time 4. Administration and HR team members are available on a daily basis with an open door policy during school hours via: in-person, or telephone, text or email anytime or day. 5. School insurance also provides counseling for matters beyond the skill level in-house support, via 24 hr. help lines. 	<ol style="list-style-type: none"> 1. Agendas and sign-in sheets for all staff virtual meetings. 2. Faculty and staff evaluations and growth plans

c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop full Professional Development calendar that will be provided through virtual and socially distanced, in-person, when available. 2. Provide Pre-service training for all state requirement, safety protocols, online curriculum, EL and Special Ed learning needs in 	<ol style="list-style-type: none"> 1. Mrs. Minzer 2. Various Trainers 	<ol style="list-style-type: none"> 1. Monthly 2. July 	<ol style="list-style-type: none"> 1. PD Calendar, sign in sheets 2. Schedule and sign in sheets

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virtual learning. 3. Provide virtual coaching and socially distanced, in-person instructional coaching will be done on an on-going process to support implementation of online instructional strategies and best practices.	3. Ms. Milinovich, • Ms. Graham • Ms. Gilmore	3. Monthly	3. Monthly coaching notes and sign in sheets
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List Specific Professional Development Topics That Will Be Covered

1. Lincoln Learning online curriculum 2. English language learning online instructional strategies, grouping configurations, interventions, and differentiation to best meet language levels 3. Special education learning online instructional strategies, grouping configurations, interventions, and differentiation to best meet individual needs and IEPs.

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	✓	✓	✓
Personal Contact and Discussion	✓	✓	✓
Needs Assessment-Available data	✓	✓	✓
Other: Parent-Student and Staff Surveys	✓	✓	✓
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	✓	✓	✓
WIFI Hot Spot	✓	✓	✓
Supplemental Utility Support (Internet)			
Other: <i>Computer Backpacks</i>	✓	✓	✓
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	✓	✓	✓
Extended Weekday Hours	✓	✓	✓
24/7 Support	✓	✓	✓
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Schools PLP, Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
<i>Kindergarten</i>	<p><i>Our Distance Learning Program’s educational methodology include:</i></p> <ol style="list-style-type: none"> <i>1. Computer assisted learning systems</i> <i>2. Virtual classrooms</i> <i>3. Virtual laboratories</i> <i>4. Electronic field trips</i> <i>5. Electronic mail</i> <i>6. Virtual tutoring</i> <i>7. Online help desk</i> <i>8. Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor.</i> <ul style="list-style-type: none"> <i>• Various learning styles are addressed in the delivery methods.</i> <i>• Modifications to content delivery by course or by lesson can be made.</i> <i>• Methods provide synchronous and asynchronous support to AOI students.</i> <i>• Learner support systems with methods of communication are included.</i> <i>• Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.</i> 	<ol style="list-style-type: none"> <i>1. Schools PLP: Lincoln Learning</i> 	<ol style="list-style-type: none"> <i>1. Practice Quizzes</i> <i>2. Lesson Assess Its’</i> <i>3. Check for Understanding Questions within Lessons</i> <ul style="list-style-type: none"> <i>• Daily</i> <i>• Weekly</i> 	<ol style="list-style-type: none"> <i>1. Unit Mastery Assessments</i> <i>2. Assess Its’</i> <ul style="list-style-type: none"> <i>• Monthly for Unit Mastery and Assess Its’</i>

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<p>1-3</p>	<p><i>Our Distance Learning Program's educational methodology include:</i></p> <ol style="list-style-type: none"> 1. Computer assisted learning systems 2. Virtual classrooms 3. Virtual laboratories 4. Electronic field trips 5. Electronic mail 6. Virtual tutoring 7. Online help desk 8. Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor. <ul style="list-style-type: none"> • Various learning styles are addressed in the delivery methods. • Modifications to content delivery by course or by lesson can be made. • Methods provide synchronous and asynchronous support to AOI students. • Learner support systems with methods of communication are included. • Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices. 	<ol style="list-style-type: none"> 1. Schools PLP: Lincoln Learning 	<ol style="list-style-type: none"> 1. Practice Quizzes 2. Lesson Assess Its' 3. Check for Understanding Questions within Lessons <ul style="list-style-type: none"> • Daily • Weekly 	<ol style="list-style-type: none"> 1. Unit Mastery Assessments 2. Assess Its' <ul style="list-style-type: none"> • Monthly for Unit Mastery and Assess Its'
<p>4-6</p>	<p><i>Our Distance Learning Program's educational methodology include:</i></p> <ol style="list-style-type: none"> 1. Computer assisted learning systems 2. Virtual classrooms 3. Virtual laboratories 4. Electronic field trips 5. Electronic mail 6. Virtual tutoring 7. Online help desk 8. Video group chat sessions with instructors and non-computer based activities performed under the 	<ol style="list-style-type: none"> 1. Schools PLP: Lincoln Learning 2. IXL Math 	<ol style="list-style-type: none"> 1. Practice Quizzes 2. Lesson Assess Its' 3. Check for Understanding Questions within Lessons <ul style="list-style-type: none"> • Daily • Weekly 	<ol style="list-style-type: none"> 1. Unit Mastery Assessments 2. Assess Its' <ul style="list-style-type: none"> • Monthly for Unit Mastery and Assess Its'

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	<p><i>direction of a certified instructor.</i></p> <ul style="list-style-type: none"> • <i>Various learning styles are addressed in the delivery methods.</i> • <i>Modifications to content delivery by course or by lesson can be made.</i> • <i>Methods provide synchronous and asynchronous support to AOI students.</i> • <i>Learner support systems with methods of communication are included.</i> • <i>Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.</i> 			
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	<i>best practices and the ability to implement and evaluate these practices.</i>			
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>	<p><i>Our Distance Learning Program’s educational methodology include:</i></p> <ol style="list-style-type: none"> <i>1. Computer assisted learning systems</i> <i>2. Virtual classrooms</i> <i>3. Virtual laboratories</i> <i>4. Electronic field trips</i> <i>5. Electronic mail</i> <i>6. Virtual tutoring</i> <i>7. Online help desk</i> <i>8. Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor.</i> <ul style="list-style-type: none"> <i>• Various learning styles are addressed in the delivery methods.</i> <i>• Modifications to content delivery by course or by lesson can be made.</i> <i>• Methods provide synchronous and asynchronous support to AOI students.</i> <i>• Learner support systems with methods of communication are included.</i> <i>• Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.</i> 	<ol style="list-style-type: none"> <i>1. Schools PLP: Lincoln Learning</i> <i>2. Reading Horizons</i> 	<ol style="list-style-type: none"> <i>1. Practice Quizzes</i> <i>2. Lesson Assess Its’</i> <i>3. Check for Understanding Questions within Lessons</i> <ul style="list-style-type: none"> <i>• Daily</i> <i>• Weekly</i> 	<ol style="list-style-type: none"> <i>1. Unit Mastery Assessments</i> <i>2. Assess Its’</i> <ul style="list-style-type: none"> <i>• Monthly for Unit Mastery and Assess Its’</i>

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Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
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7-8	<p><i>Our Distance Learning Program’s educational methodology include:</i></p> <ol style="list-style-type: none"> 1. <i>Computer assisted learning systems</i> 2. <i>Virtual classrooms</i> 3. <i>Virtual laboratories</i> 4. <i>Electronic field trips</i> 5. <i>Electronic mail</i> 6. <i>Virtual tutoring</i> 7. <i>Online help desk</i> 8. <i>Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor.</i> <ul style="list-style-type: none"> • <i>Various learning styles are addressed in the delivery methods.</i> • <i>Modifications to content delivery by course or by lesson can be made.</i> • <i>Methods provide synchronous and asynchronous support to AOI students.</i> • <i>Learner support systems with methods of communication are included.</i> • <i>Selected methodologies exhibit knowledge of current online delivery</i> 	<ol style="list-style-type: none"> 1. <i>Schools PLP: Lincoln Learning</i> 	<ol style="list-style-type: none"> 1. <i>Practice Quizzes</i> 2. <i>Lesson Assess Its’</i> 3. <i>Check for Understanding Questions within Lessons</i> <ul style="list-style-type: none"> • <i>Daily</i> • <i>Weekly</i> 	<ol style="list-style-type: none"> 1. <i>Unit Mastery Assessments</i> 2. <i>Assess Its’</i> <ul style="list-style-type: none"> • <i>Monthly for Unit Mastery Assess Its’</i> <ol style="list-style-type: none"> 3. <i>Mid-Term</i> 4. <i>Final Exam</i> <ul style="list-style-type: none"> • <i>Once per semester</i> • <i>Twice Yearly</i>

	<i>best practices and the ability to implement and evaluate these practices.</i>			
9-12				

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
<i>Kindergarten</i>	<p><i>Our Distance Learning Program's educational methodology include:</i></p> <ol style="list-style-type: none"> <i>1. Computer assisted learning systems</i> <i>2. Virtual classrooms</i> <i>3. Virtual laboratories</i> <i>4. Electronic field trips</i> <i>5. Electronic mail</i> <i>6. Virtual tutoring</i> <i>7. Online help desk</i> <i>8. Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor.</i> <ul style="list-style-type: none"> <i>• Various learning styles are addressed in the delivery methods.</i> <i>• Modifications to content delivery by course or by lesson can be made.</i> <i>• Methods provide synchronous and asynchronous support to AOI students.</i> <i>• Learner support systems with methods of communication are included.</i> <i>• Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.</i> 	<ol style="list-style-type: none"> <i>1. Schools PLP: Lincoln Learning</i> 	<ol style="list-style-type: none"> <i>1. Practice Quizzes</i> <i>2. Lesson Assess Its'</i> <i>3. Check for Understanding Questions within Lessons</i> <ul style="list-style-type: none"> <i>• Daily</i> <i>• Weekly</i> 	<ol style="list-style-type: none"> <i>1. Unit Mastery Assessments</i> <i>2. Assess Its'</i> <ul style="list-style-type: none"> <i>• Monthly for Unit Mastery and Assess Its'</i>

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<p>1-3</p>	<p><i>Our Distance Learning Program’s educational methodology include:</i></p> <ol style="list-style-type: none"> 1. Computer assisted learning systems 2. Virtual classrooms 3. Virtual laboratories 4. Electronic field trips 5. Electronic mail 6. Virtual tutoring 7. Online help desk 8. Video group chat sessions with instructors and non-computer based activities performed under the direction of a certified instructor. <ul style="list-style-type: none"> • Various learning styles are addressed in the delivery methods. • Modifications to content delivery by course or by lesson can be made. • Methods provide synchronous and asynchronous support to AOI students. • Learner support systems with methods of communication are included. • Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices. 	<ol style="list-style-type: none"> 1. Schools PLP: Lincoln Learning 	<ol style="list-style-type: none"> 1. Practice Quizzes 2. Lesson Assess Its’ 3. Check for Understanding Questions within Lessons <ul style="list-style-type: none"> • Daily • Weekly 	<ol style="list-style-type: none"> 1. Unit Mastery Assessments 2. Assess Its’ <ul style="list-style-type: none"> • Monthly for Unit Mastery and Assess Its’
<p>4-6</p>	<p><i>Our Distance Learning Program’s educational methodology include:</i></p> <ol style="list-style-type: none"> 1. Computer assisted learning systems 2. Virtual classrooms 3. Virtual laboratories 4. Electronic field trips 5. Electronic mail 6. Virtual tutoring 7. Online help desk 8. Video group chat sessions with instructors and non-computer based activities performed under the 	<ol style="list-style-type: none"> 1. Schools PLP: Lincoln Learning 	<ol style="list-style-type: none"> 1. Practice Quizzes 2. Lesson Assess Its’ 3. Check for Understanding Questions within Lessons <ul style="list-style-type: none"> • Daily • Weekly 	<ol style="list-style-type: none"> 1. Unit Mastery Assessments 2. Assess Its’ <ul style="list-style-type: none"> • Monthly for Unit Mastery and Assess Its’

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	<i>best practices and the ability to implement and evaluate these practices.</i>			
9-12				

Instructional Methods, Remote Training and Monitoring Student Learning (CTEDs, in lieu of requirements outlined in A.R.S. § 15-391(4)(d))				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
9-12				

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

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Meeting the Needs of Students with Disabilities and English Learners.

a. Describe how the school district will ensure access and meet the needs of students with disabilities.

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a Professional Development calendar to address SPED compliance and instructional needs within virtual learning.	1. Ms. Gilmore	1. Monthly	1. Calendar and sign in sheets
2. Weekly grade level meetings for support with accommodations/modifications to be implemented within the virtual learning.	2. General Education/Special Education Teachers	2. Monthly	2. Coaching notes and sign in sheets
3. Student specific virtual learning schedules that allow for direct instruction, small group and independent work.	3. Special Education Teachers	3. July	3. Student Schedules
4. Related services provided through virtual delivery.	4. Related Service Providers	4. Individual student services	4. Service Logs and recorded sessions

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5. Providing pencil/paper instructional materials for parent pick-up. 6. All requirements and practices surrounding IEP and MET meetings will remain the same with the exception of virtual participation.	5. Special Education Teachers 6. Special Education Staff	5. Individual Student need 6. IDEA timelines	5. Parent pick up of materials 6. Meeting Attendance sheets
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Process for Implementing Action Step

<ol style="list-style-type: none"> 1. On-going collaborative meetings that identified instructional needs, coaching/support needs and create a calendar within previously identified PD days. 2. On-going collaborative grade level meetings between general education/special education teachers to collaborate and plan effective instruction and supports. 3. Teacher developed individual learning schedules that provide live, synchronous instruction from teacher and time for independent work/practice. 4. Related service providers providing student service schedules to individual families and school staff. 5. Supplemental materials will be made available to provide additional practice. 6. Compliance timeline guidelines provided to all Special Education staff and weekly case load log sheets.
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b. Describe how the school district will ensure access and meet the needs of English learners.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a Professional Development calendar to address EL compliance and instructional needs within virtual learning	1. Mrs. Minzer and Ms. Milinovich	1. Monthly	1. Calendar and sign in sheets
2. Provide Pre-service EL training to address AZELLA testing timeline and expectations for placement, to outline EL instructional models and expectations of minutes for instruction, and to introduce EL strategies for virtual learning.	2. Ms. Milinovich	2. July	2. Schedule and sign in sheets
3. Provide monthly coaching meetings to support teachers with their implementation of EL instructional strategies and interventions and to have "classroom observations" to	3. Ms. Milinovich	3. Monthly	3. Coaching notes and sign in sheets

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support any struggles or issue that may arise			
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Process for Implementing Action Step

1. On-going collaborative meetings all Summer to plan and map out EL PD instructional needs, coaching needs, and create the calendar within previously identified PD days and within the Master schedules.
2. Meetings with Principals to discuss EL needs and lay out expectations for PD, coaching and virtual learning for EL students
3. Planning of PD to best meet the needs of the teachers and EL students, modify and adjust as needed throughout the year
4. Planning of coaching sessions to observe and support EL teachers with their on-going instructional implementation

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in	✓	✓	✓	✓	
	Packet of Social and Emotional Topics	✓	✓	✓	✓	
	Online Social Emotional videos	✓	✓	✓	✓	
	Parent Training	✓	✓	✓	✓	
	Other: PBIS, Choose Love	✓	✓	✓	✓	

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person	✓	✓	✓	✓	
	Phone	✓	✓	✓	✓	
	Webcast	✓	✓	✓	✓	
	Email/IM	✓	✓	✓	✓	
	Other:					

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Provide a description of how the school district will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Start the day with a check-in. 2. Use story time for teachable moments 3. Work in partnerships 4. Teach them how to work in a group 5. Nurture a culture of kindness 6. Give them new words to say 7. Set up a Peace Place 8. Teach your kids how to manage conflict with peer mediation 9. Use anchor charts to teach social-emotional skills 10. Practice lots of role-play 11. Allow for talk time 12. Play games to build community 13. Buddy up with an older or younger class 14. Build community with teams 15. Teach them to monitor their own progress 16. Hold class meetings 17. Make space for reflective writing 18. Encourage expression through art 19. Assign interview projects 20. Put 'em to work 21. End each day with a checkout 	<ol style="list-style-type: none"> 1. Teachers 2. Para-Professionals 3. Administrative Team 	<ol style="list-style-type: none"> 1. Daily activities 	<ol style="list-style-type: none"> 1. Classroom setting/displays 2. Behavior issues at a minimum 3. More time for classroom instruction with minimum distractions 4. Student productivity increased 5. Classroom Team-Building 6. Positive school culture

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the school district will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Assess Its' 2. Mastery Assess It's 3. Show Its'	1. Teacher	1. Daily, as needed 2. Weekly 3. Monthly	1. Scores Posted in Grade Book

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 in English language arts and mathematics (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given. Career and Technical Education Districts should submit N/A.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten	1. Galileo 2. Schools PLP	1. Online or in person 2. Online	1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course
1-3	1. Galileo 2. Schools PLP	1. Online or in person 2. Online	1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course
4-6	1. Galileo 2. Schools PLP	1. Online or in person 2. Online	1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course
7-8	1. Galileo 2. Schools PLP	1. Online or in person 2. Online	1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course
9-12			

Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>	<i>1. Galileo 2. Schools PLP</i>	<i>1. Online or in person 2. Online</i>	<i>1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course</i>
<i>1-3</i>	<i>1. Galileo 2. Schools PLP</i>	<i>1. Online or in person 2. Online</i>	<i>1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course</i>
<i>4-6</i>	<i>1. Galileo 2. Schools PLP</i>	<i>1. Online or in person 2. Online</i>	<i>1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course</i>
<i>7-8</i>	<i>1. Galileo 2. Schools PLP</i>	<i>1. Online or in person 2. Online</i>	<i>1. October 2020 / December 2020 / April 2021 2. Pre – Post Test for each content area course</i>
<i>9-12</i>			

Optional: Describe how the school district will administer benchmark assessments (use if the school district wishes to provide information in addition to the table above).

Riverside Elementary School District #2, Schools plan to use the Galileo benchmark and Schools PLP to identify deficiencies and learning gaps.

Additional Information (Optional)

The school district may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

Riverside Elementary School District is expending support to the school community in an effort to support families with the unprecedented changes due to the current COVID-19 pandemic and the closing of schools for in-person instruction.

This will support families with the increased demands of child care and the high need for children to be provided with a high quality of instruction through distance learning that is comparable to in-person instruction.

Riverside Elementary School District will provide child care services in conjunction with Phoenix Afterschool Center from the City of Phoenix. Riverside Traditional Elementary School will provide free child care services and academic support to those currently enrolled students. This will take place during the same instructional hours offered during the prior school year before the closure of schools due to the COVID-19 pandemic.

Phoenix Afterschool Center (PAC) will provide child care services after regular school hours. Services will be provided in alignment with the Phoenix Afterschool Center (PAC) regulations.

Distance learning will be led by highly qualified teachers and supported by qualified Paraprofessionals while students are in child care at the school campus. Student achievement will be closely monitored weekly and quarterly by utilizing student work progress reports, summative and formative assessments in all content areas by the use of the distance learning platform adopted by the school district.

Both entities will enforce daily attendance reporting. Riverside Elementary School District will track attendance by methods recommended by the Department of Education. Student attendance will be tracked through the participation of distance learning, Zoom meetings, attendance during in-person child care and individual phone teacher conferences.

Phoenix Afterschool Center (PAC) will track daily attendance through in person participation of their child care services. Attendance will be reported daily to the school through the school attendance tracking platform.

Based on the Phoenix Afterschool Center, the current recommendations for services are based on the adult to student ratio of 1:10. Child care services will be provided to students based on availability and funding.

Riverside Elementary School District and the Phoenix Afterschool Center will enforce and commit to the implementation of the safety guidelines provided by the Centers of Disease Control and Prevention.

Child care services will begin once the Governor of Arizona allows schools to return to in-person instruction. Child care services will conclude once in-person instruction resumes at Riverside Elementary School District.

All services will be provided at Riverside Traditional Elementary campus located at 1414 S. 51st Av. Phoenix, AZ 85043.

Specifications:

Riverside Elementary School District will provide child care services on the following dates and times:

- Monday - 7:30 a.m. to 1:45 p.m.
- Tuesday - 7:30 a.m. to 1:45 p.m.
- Wednesday - 7:30 a.m. to 12:00 p.m.
- Thursday - 7:30 a.m. to 1:45 p.m.
- Friday - 7:30 a.m. to 1:45 p.m.

Phoenix Afterschool Center will provide after school child care on the following dates and times:

- Monday - 1:45 p.m. to 6:00 p.m.
- Tuesday - 1:45 p.m. to 6:00 p.m.
- Wednesday - 12:00 p.m. to 6:00 p.m.
- Thursday - 1:45 p.m. to 6:00 p.m.
- Friday - 1:45 p.m. to 6:00 p.m.