

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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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 includes training on Virtual Instruction. 2. Provide pre-service training to staff on <u>Edgenuity</u>, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request). 	<ol style="list-style-type: none"> 1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches 	<ol style="list-style-type: none"> 1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed) 	<ol style="list-style-type: none"> 1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	<i>See Attached Spreadsheet</i>	Charter Holder Entity ID	<i>See Attached Spreadsheet</i>
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Bianca Ulibarri		
Representative Telephone Number	(602) 396-7571		
Representative E-Mail Address	<u>BUlibarri@GreatHeartsAZ.org</u>		

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
<i>See Attached Spreadsheet</i>		

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school 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 ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS 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.

If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

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 charter school operate for School Year 2020-2021?	<i>See Attached Spreadsheet</i>
How many instructional days did the charter school operate for School Year 2019-2020?	<i>See Attached Spreadsheet</i>

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	<i>See Attached Spreadsheet</i>	Start Date for Distance Learning	<i>See Attached Spreadsheet</i>
Estimated Number of Students Participating in Distance Learning for the Full Year	<i>See Attached Spreadsheet</i>	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	<i>See Attached Spreadsheet</i>
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 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		

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	<p>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.).</p> <p><input checked="" type="checkbox"/> 5. Other (Please explain below)</p>
<p>If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:</p>	
<p><i>GreatHearts academics will open their Distance Learning Program on time and provide distance learning to all students until the state health metrics have been met. After the metrics have been met, all 21 GH academics will open their campus and return to traditional in-person classroom instruction.</i></p> <p><i>For the Distance Learning Program, students will be enrolled in courses and taught by teachers from their own academy with regular video contact. In some cases, distance learning students will be consolidated into full sections. In other cases, students will be in a blended section with in-building peers.</i></p> <p><i>Lower school students will experience lessons and video contact with their teacher every day, and upper school students will have three lessons on average with each classroom teacher per week, including both synchronous and asynchronous video.</i></p> <p><i>During time when traditional in-person classroom instruction is occurring, Great Hearts will continue to offer a distance learning option for the 2020-21 academic year. A student enrolled in the onsite classroom option may transition to distance learning at any time. However, a student enrolled in the optional distance learning program may only change to onsite classroom instruction at the start of a new quarter.</i></p> <p><i>Additionally, the return to in-person instruction is contingent on the Governor’s Executive Order(s) and COVID-19 restrictions.</i></p>	

<p>Is the charter requiring students to do distance learning?</p>	<p>Yes</p>
<p>If students are required to do distance learning, is the charter school 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?</p>	<p>Yes</p>

**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)**

a. Describe how the charter school 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 of documentation of time spent on educational activities.

The charter holder 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/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • Student will be scheduled into class sections/cohort as per the Brick and Mortar Calendar and Bell Schedule. • Teachers will be responsible for recording attendance in the Student Management System PowerSchool. • For the duration of time that a student is participating in Distance Learning, attendance shall be the equivalent of participation by methods set forth in ADE’s School Finance Guidance for Executive Orders including: <ul style="list-style-type: none"> ○ Communication with a teacher via telephone, ZOOM, Microsoft Teams, or other digital meeting software ○ Student participation in a virtual meeting or classroom session (ZOOM, Microsoft Teams, Google Meets, etc.) 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Daily • Weekly 	<ul style="list-style-type: none"> • PowerSchool Reports • Copies of email communications

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<ul style="list-style-type: none"> ○ <i>Daily assignments completed & submitted by the student or</i> ○ <i>A parental attestation</i> ● <i>Schools will reconcile daily/ weekly to ensure that Distance Learning attendance participation is accurate and absences or not participated is recorded for the day/week in a manner consistent for in building students attending/not attending in the Brick and Mortar setting</i> ● <i>Absences shall be reported to ADE via AzEDS in accordance with State Reporting Procedures</i> ● <i>Additional Distance Learning codes (DL Present/Participates, DL Absent/No Participation (Excused), and DL Absent/No Participation (Unexcused)) have been added to the SIS for tracking the same for days in which student do not attend in person</i> 			
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b. Describe the efforts the charter school 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
<ul style="list-style-type: none"> ● <i>Regularly email communication</i> ● <i>Newsletters</i> ● <i>Updates posted on school websites</i> ● <i>Townhalls (as needed)</i> 	<ul style="list-style-type: none"> ● <i>Teachers/Headmasters</i> ● <i>President of Great Hearts Arizona</i> ● <i>CEO of Great Hearts America</i> 	<ul style="list-style-type: none"> ● <i>Weekly (as needed)</i> ● <i>Monthly (as needed)</i> 	<ul style="list-style-type: none"> ● <i>Copies of email communications</i> ● <i>Past Newsletters</i> ● <i>Townhall notifications</i>

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
<ul style="list-style-type: none"> • <i>Students will be taught by teachers in their own academy with regular video contact.</i> • <i>At the Archway level, live video with the classroom teacher every day. Recorded video will also be provided.</i> • <i>Every Prep school course will have at least three lessons of contact with the classroom teacher per week, including both synchronous and asynchronous video.</i> • <i>Live tutoring will be available every week at the both the Archway and Prep levels.</i> • <i>Weekly assessments will be used to gauge student learning.</i> • <i>To teach as much Great Hearts content as possible.</i> • <i>Participation in instruction will be mandatory, and student work will be graded.</i> • <i>Teachers will be responsible for recording attendance</i> • <i>Teachers must dress professionally, and videos should be shot from the classroom whenever possible.</i> 	<ul style="list-style-type: none"> • <i>Teachers</i> • <i>Support Staff</i> • <i>Administration (Headmaster, Asst. Headmaster, Dean of Curriculum, Dean of Academics, etc.)</i> • <i>Executive Directors of the Upper/Lower schools.</i> 	<ul style="list-style-type: none"> • <i>Daily</i> • <i>Weekly</i> • <i>Monthly</i> 	<ul style="list-style-type: none"> • <i>Copies of email communications</i> • <i>Weekly lesson plans</i> • <i>Weekly contact log</i>

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<ul style="list-style-type: none"> • <i>Weekly feedback should be provided on student progress</i> 			
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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
<ul style="list-style-type: none"> • <i>Policies are communicated through distribution of the employee handbook</i> • <i>Regularly email communication</i> • <i>Coffee Chats/Q & A</i> • <i>Staff meetings</i> • <i>Faculty Townhalls</i> 	<ul style="list-style-type: none"> • <i>Headmasters</i> • <i>President of Great Hearts Arizona</i> • <i>CEO of Great Hearts America</i> 	<ul style="list-style-type: none"> • <i>Weekly (as needed)</i> • <i>Monthly (as needed)</i> • <i>Yearly</i> 	<ul style="list-style-type: none"> • <i>Copies of employee signature in DocuSign</i> • <i>Copies of email communications</i> • <i>Past notifications</i> • <i>Video recording of townhalls</i>

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ul style="list-style-type: none"> • <i>Professional Development will be provided in-person* or virtually on Google Classroom, Zoom, Brightspace, and Swivl.</i> • <i>Virtual/ in-person* coaching and observations will be conducted</i> • <i>A variety of sessions will be made available online.</i> <p><i>*All in-person PD is contingent on the Governor's Executive Order(s) and COVID-19 restrictions.</i></p>	<ul style="list-style-type: none"> • <i>Teachers</i> • <i>Administration (Headmaster, Asst. Headmaster, Dean of Curriculum, Dean of Academics, etc.)</i> • <i>Executive Directors of the Upper/Lower schools.</i> • <i>Great Hearts Arizona (CMO)</i> • <i>Great Hearts America Professional Development</i> 	<ul style="list-style-type: none"> • <i>Weekly (as needed)</i> • <i>Monthly (as needed)</i> • <i>Quarterly (as needed)</i> 	<ul style="list-style-type: none"> • <i>HM Newsletters</i> • <i>Professional Development Calendar</i> • <i>Training Materials</i>

List Specific Professional Development Topics That Will Be Covered

- *Distance Learning Training*
- *Platform Trainings (Google Classroom, Swivl)*
- *Portal Walkthroughs for Headmasters & Asst. Headmasters*
- *Coaching and Classroom Observations*
- *Academy for Classical Teachers*

***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	X		
Personal Contact and Discussion	X		
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X	X	X
WIFI Hot Spot	X		
Supplemental Utility Support (Internet)	X	X	X
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	X	X	X
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. 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)				
	<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>	<ul style="list-style-type: none"> • Synchronous video classes, lessons, and activities via Zoom/ Google Classroom • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum • Singapore Math 	<ul style="list-style-type: none"> • Daily Math exit ticket • 1 Math assessment(quiz) per week • Daily Math homework assignments 	<ul style="list-style-type: none"> • Mid-quarter one-on-one assessment • End of quarter one-on-one assessments • End of Year Singapore Common Assessment
<i>1-3</i>	<ul style="list-style-type: none"> • Synchronous video classes, lessons, and activities via Zoom/ Google Classroom • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum • Singapore Math 	<ul style="list-style-type: none"> • Daily Math exit ticket • 1 Math assessment(quiz) per week • Daily Math homework assignments 	<ul style="list-style-type: none"> • End of Unit Math Assessment • Galileo assessments two-three times annually • End of Year Singapore Common Assessment
<i>4-6</i>	<ul style="list-style-type: none"> • Synchronous video classes, 	<ul style="list-style-type: none"> • Great Hearts curriculum 	<ul style="list-style-type: none"> • Daily Math exit ticket 	<ul style="list-style-type: none"> • End of Unit Math

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	<p><i>lessons, and activities via Zoom/ Google Classroom</i></p> <ul style="list-style-type: none"> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Singapore Math</i> 	<ul style="list-style-type: none"> • <i>1 Math assessment(quiz) per week</i> • <i>Daily Math homework assignments</i> 	<p><i>Assessment</i></p> <ul style="list-style-type: none"> • <i>Galileo assessments two to three times annually</i> • <i>End of Year Singapore Common Assessment for 4-5</i>
7-8	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week</i> • <i>Written feedback given every week</i> 	<ul style="list-style-type: none"> • <i>End of Unit Math Assessment</i> • <i>Galileo assessments 3 to 5 times annually</i> • <i>End of quarter one-on-one assessment</i> • <i>Cumulative Review Test/exam at the end of the year</i>
9-12	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week</i> • <i>Written feedback given every week</i> 	<ul style="list-style-type: none"> • <i>End of Unit Math Assessment</i> • <i>Galileo assessments 3 to 5 times annually (MVP Only)</i> • <i>End of quarter one-on-one assessment</i> • <i>Cumulative Review Test/exam at the end of the year</i>

	<i>work and communicate grades through Google Classroom</i>			
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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>	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> • <i>One-on-one Reading with leveled readers</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Spalding Phonics</i> • <i>RAZ-Kids</i> 	<ul style="list-style-type: none"> • <i>Weekly Spalding Test</i> • <i>Weekly to bi-weekly level reading with teacher</i> • <i>Tracking of Reading Level through consistent assessment</i> 	<ul style="list-style-type: none"> • <i>Mid-quarter one-on-one assessment</i> • <i>End of quarter one-on-one assessments</i> • <i>DIBELS assessments three times annually</i>
<i>1-3</i>	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Spalding Phonics</i> • <i>RAZ-Kids</i> • <i>Writing with Ease</i> • <i>First Language Lessons</i> 	<ul style="list-style-type: none"> • <i>Weekly Spalding Test</i> • <i>Weekly to bi-weekly level reading with teacher</i> • <i>Tracking of Reading Level through consistent assessment</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>DIBELS assessments three times annually</i> • <i>Galileo assessments two to three times annually</i>

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	<p><i>Classroom</i></p> <ul style="list-style-type: none"> • <i>One-on-one Reading with leveled readers</i> 			
4-6	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Spalding Phonics</i> • <i>Writing with Ease</i> • <i>Well-Ordered Language</i> 	<ul style="list-style-type: none"> • <i>Weekly Spalding Test</i> • <i>Weekly grammar and writing assignments</i> • <i>Written feedback given every week</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>Galileo assessments two to three times annually</i>
7-8	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week.</i> • <i>Written feedback given every week</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>Galileo assessments 3 to 5 times annually</i> • <i>Cumulative Review Test/ exam at the end of the year</i>
9-12	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>Galileo assessments 3 to 5 times annually (MVP Only)</i> • <i>Cumulative Review Test/</i>

	<p>SWIVL</p> <ul style="list-style-type: none"> • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom 		<ul style="list-style-type: none"> • Written feedback given every week 	<p>exam at the end of the year</p>
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Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<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>	<ul style="list-style-type: none"> • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work & communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum • Core Knowledge Science Sequence 	<ul style="list-style-type: none"> • Daily/weekly tasks or worksheets • 1 or more assignment or assessment per week 	<ul style="list-style-type: none"> • No summative assessment
<i>1-3</i>	<ul style="list-style-type: none"> • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work & communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum • Core Knowledge Science Sequence 	<ul style="list-style-type: none"> • 1 Science Assessment per unit- min. 1 per quarter • 1 or more assignment or assessment per week 	<ul style="list-style-type: none"> • End of quarter tests/ evaluations for 3rd • No summative assessment for grades 1-2
<i>4-6</i>	<ul style="list-style-type: none"> • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted 	<ul style="list-style-type: none"> • Great Hearts curriculum • Core Knowledge Science Sequence 	<ul style="list-style-type: none"> • 1 Science Assessment per unit- min. 1 per quarter 	<ul style="list-style-type: none"> • End of quarter tests/ evaluations

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	<i>through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i>			
7-8	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week.</i> • <i>Written feedback given every week</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>Cumulative Review Test/ exam at the end of the year</i>
9-12	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work & communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> 	<ul style="list-style-type: none"> • <i>1 synchronous tutoring session per week</i> • <i>1 major assignment or assessment per week</i> • <i>Written feedback</i> 	<ul style="list-style-type: none"> • <i>End of Unit/Quarter tests</i> • <i>Cumulative Review Test/ exam at the end of the year</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<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>

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<p><i>Kindergarten</i></p>	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Core Knowledge American History & Geography</i> • <i>Core Knowledge World History & Geography</i> • <i>Core Knowledge Music</i> • <i>Core Knowledge Studio Art</i> 	<ul style="list-style-type: none"> • <i>Daily/weekly tasks or worksheets</i> • <i>1 or more assignment or assessment per week</i> 	<ul style="list-style-type: none"> • <i>No summative assessment</i>
<p><i>1-3</i></p>	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Core Knowledge American History & Geography</i> • <i>Core Knowledge World History & Geography</i> • <i>Core Knowledge Music</i> • <i>Core Knowledge Studio Art</i> 	<ul style="list-style-type: none"> • <i>1 or more assignment or assessment per week</i> 	<ul style="list-style-type: none"> • <i>Assessments in grade 3 only</i>
<p><i>4-6</i></p>	<ul style="list-style-type: none"> • <i>Synchronous video classes, lessons, and activities via Zoom/ Google Classroom</i> • <i>Asynchronous videos on SWIVL</i> • <i>Independent student activity</i> • <i>Work will be submitted through Google Classroom.</i> 	<ul style="list-style-type: none"> • <i>Great Hearts curriculum</i> • <i>Core Knowledge American History & Geography</i> • <i>Core Knowledge World History & Geography</i> • <i>Core Knowledge Music</i> • <i>Core Knowledge Studio Art</i> 	<ul style="list-style-type: none"> • <i>1 or more assignment or assessment per week</i> 	<ul style="list-style-type: none"> • <i>End of quarter tests/ evaluations</i>

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	<i>Teachers will evaluate the work and communicate grades through Google Classroom</i>			
7-8	<ul style="list-style-type: none"> • Synchronous video classes, lessons, and activities via Zoom/ Google Classroom • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum 	<ul style="list-style-type: none"> • 1 synchronous tutoring session per week • 1 major assignment or assessment per week. • Written feedback given every week 	<ul style="list-style-type: none"> • End of Unit/Quarter tests • Cumulative Review Test/ exam at the end of the year
9-12	<ul style="list-style-type: none"> • Synchronous video classes, lessons, and activities via Zoom/ Google Classroom • Asynchronous videos on SWIVL • Independent student activity • Work will be submitted through Google Classroom. Teachers will evaluate the work and communicate grades through Google Classroom 	<ul style="list-style-type: none"> • Great Hearts curriculum 	<ul style="list-style-type: none"> • 1 synchronous tutoring session per week • 1 major assignment or assessment per week • Written feedback given every week 	<ul style="list-style-type: none"> • End of Unit/Quarter tests • Cumulative Review Test/ exam at the end of the year

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

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

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.

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

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Survey charter special education staff to understand priority challenges serving SWD experienced in quarter 4 of 19-20 SY 2. Develop guidance documents and FAQs outlining best practices and solutions to challenges RE: evaluation and assessment, provision of special education services, collaboration with GE faculty, accommodation, parent/caregiver training and support, etc. 3. Collect informed consent from parents to participate in online/remote teletherapy 4. Assess student technology needs, and provide dedicated student devices to any student who needs one 5. Create “learning boxes” of special materials, tech, and devices to support student engagement in online 	<ol style="list-style-type: none"> 1. Network-level SPED leaders 2. Network-level SPED leaders 3. Network-level SPED leaders, school-level SPED faculty 4. SPED faculty, school leadership, network IT team 5. School leadership, SPED faculty 6. School leadership, GE faculty, SPED faculty 7. SPED faculty, GE faculty 8. School leadership, SPED faculty, GE faculty 9. School leadership, SPED faculty 10. Network-level SPED leaders 	<ol style="list-style-type: none"> 1. Once, in July 2020 2. Initial development in July, refinement as long as guidance is needed 3. Once, before start of school 4. Once, before start of school 5. Once, before start of school 6. Once, with ongoing refinement as students move in and out of programs 7. Ongoing 8. Ongoing until students return to physical classrooms 9. Ongoing, 2 times/weekly 	<ol style="list-style-type: none"> 1. Survey Results 2. Guidance Documents and zoom sessions (recorded) 3. Consent forms 4. Parent communication regarding device needs, device sign-out forms. 5. Parent communication regarding learning boxes 6. Written schedules (both general and special) 7. GE teacher signature of receipt of accommodations 8. Notes and calendar meetings 9. Amended documents, meeting schedules 10. Calendar invitations and zoom recordings

<p><i>learning, unique to student needs outlined in their IEPs</i></p> <ol style="list-style-type: none"> <i>6. Develop schedules to ensure students with disabilities can participate in all learning activities (GE, SPED, related services) and receive all required minutes of instruction as outlined on their IEP</i> <i>7. Deliver accommodation/ support plans to GE teachers</i> <i>8. Faculty collaboration on provision of accommodations to provide access to online learning</i> <i>9. Addend or amend, as appropriate, the learning plans/programs for students to address specific issues related to the online/distance milieu</i> <i>10. Hold regular Q&A, coaching, and best-practice sharing sessions (remotely) so that school-level staff can troubleshoot challenges as they arise with network-level SPED leadership</i> 			
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Process for Implementing Action Step

The expectation is that all students with IEPs and 504 plans will receive services that provide for access to a FAPE in accordance with the needs outlined in the students’ plans. Where appropriate and necessary, plans may need to be amended/addended to ensure that services and supports address the needs demonstrated in the online/distance learning environment. The services provided will be a combination of synchronous and asynchronous instruction and learning activities, and supplementary support in addition to what is outlined on student plans will be provided to both families and students.

Implementation will be managed by collaboration between network-level SPED leadership, academy leadership, and academy SPED faculty. Network-level SPED leadership will globally assess faculty needs and priorities regarding special education process and instructional best-practices for students in online/distance learning and develop guidance in alignment with those needs. This guidance will be delivered to academy-level leadership and faculty in written procedure and guidelines, with regular remote learning sessions and Q&As to support understanding and implementation. After the school year starts online, there will be regular check-ins with academy-level leadership and SPED faculty to continue to troubleshoot challenges with meeting the expectations.

Academy leadership will support academy-level faculty in the preparation for serving students with disabilities, which includes collaborating on schedules to ensure students receive the service they need, providing time for SPED and GE faculty to connect on supports and accommodations, obtaining the needed materials for individualized learning boxes, and communicating with parents about student device and internet connectivity needs.

b. Describe how the charter school will ensure access and meet the needs of English learners

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
<ol style="list-style-type: none"> 1. Develop guidance for implementing new EL requirements (push-in model) during distance learning, and student language assessment 2. Hold coaching/Q&A sessions with EL Coordinators and Teachers on targeted and integrated instruction in the online setting 	<ol style="list-style-type: none"> 1. Network-level EL leadership 2. Network-level EL leadership 3. School-level EL Coordinators, leadership, IT team 4. School level leadership, EL Coordinators, EL Teachers 5. Network-level EL Leadership 6. School-level leadership, EL Coordinators 	<ol style="list-style-type: none"> 1. Once, in July 2. One per group, in July 3. Once, in July 4. Once in July, revisions needed as students enter or exit program 5. Ongoing 6. Within first 30 days of school 	<ol style="list-style-type: none"> 1. Guidance documents 2. Zoom session invitations and recordings 3. Parent communication, device sign-out forms. 4. Written schedules (both GE and EL) 5. Zoom session invitations and recordings

<p>3. Assess student technology needs for EL students to ensure they have a dedicated device to access the 1 hour of daily targeted instruction.</p> <p>4. Develop schedules to ensure that EL students do not miss core instructional time AND receive required targeted instructional time.</p> <p>5. Hold regular Q&A, coaching, and best-practice sharing sessions (remotely) so that school-level staff can troubleshoot challenges as they arise with network-level EL leadership</p> <p>6. Assess new students for EL service needs</p>			<p>6. AZELLA test results</p>
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Process for Implementing Action Step

The expectation is that all English Language students participating in distance learning will receive the minimum required amounts of targeted and integrated ELD instruction daily. This instruction will always contain some synchronous (live) element, and may contain activities that are asynchronous (videos, or other non-screen activities).

Implementation will be managed by collaboration between network-level EL leadership, academy leadership, and academy EL faculty. Network-level EL leadership will globally assess faculty needs and priorities regarding special education process and instructional best-practices for students in online/distance learning and develop guidance in alignment with those needs. This guidance will be delivered to academy-level leadership and faculty in written procedure and guidelines, with regular remote learning sessions and Q&As to support understanding and implementation. After the school year starts online, there will be regular check-ins with academy-level leadership and EL faculty to continue to troubleshoot challenges with meeting the expectations.

Academy leadership will support academy-level EL faculty in the preparation for serving EL students, which includes collaborating on schedules to ensure students receive the service they need, providing time for EL and GE faculty to connect on supports and integrating the English Language Proficiency Standards, and communicating with parents about student device and internet connectivity needs.

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:					

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

Provide a description of how the charter school 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"> Survey Network Counselors to help figure out what challenges presented themselves in Q4 Develop a document to help guide counselors in creating their plans for distance learning/counseling sessions Collect Permission Forms from parents as needed (many signed in Q4 and we do not need new permission) Assess students for current needs and figure out how to best support from a distance. Hold weekly counseling meetings so all counselors can work together to implement best practice with distance learners. 	<ol style="list-style-type: none"> Director of Counseling PHO Team School Level Counselors School Level Counselors PHO Team 	<ol style="list-style-type: none"> Once, July 2020 July 2020 As needed Start of School 1x/ week 	<ol style="list-style-type: none"> Results Documents will be created Forms Goal Areas Weekly Meeting

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

Describe how the charter school 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
<ul style="list-style-type: none"> • <i>Weekly assessments will be used to gauge student learning.</i> • <i>Each quarter student’s academic progress will be thoroughly evaluated</i> • <i>The K-2 checklist will be employed</i> • <i>A narrative evaluation for each course will be conducted</i> • <i>An evaluation will also be done in conferences with teachers, and parents/ guardians. Student participation may be required (students who are required to attend will engage in substantial self-assessment)</i> • <i>Students will also be assessed according to state requirements using the state standardized achievement tests, including the AzM2.</i> • <i>The SAT assessment will be another way to measure student’s success in Math and ELA in High School.</i> 	<ul style="list-style-type: none"> • <i>Teachers</i> • <i>Administration (Headmaster, Asst. Headmaster, Dean of Curriculum, Dean of Academics, etc.)</i> 	<ul style="list-style-type: none"> • <i>Weekly (as needed)</i> • <i>Quarterly</i> • <i>Annually</i> 	<ul style="list-style-type: none"> • <i>Copies of completed evaluations</i>

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (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.

Benchmark Assessments (Math)			
	<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>Readiness Testing</i>	<i>Online and in person</i>	<i>Completed Six weeks after in-person learning begins (tbd)</i>
<i>1-3</i>	<ul style="list-style-type: none"> • <i>End of Year Singapore Common Assessment from the previous year</i> • <i>Galileo (for grade 3)</i> 	<i>Online and in person</i>	<i>Completed Six Weeks after in-person learning begins (tbd)</i>
<i>4-6</i>	<ul style="list-style-type: none"> • <i>Galileo</i> • <i>Galileo (for grade 6 at Prep)</i> • <i>Pre & Post Test (for grade 6 at Prep)</i> 	<i>Online and in person</i>	<ul style="list-style-type: none"> • <i>Completed Six Weeks after in-person learning begins (tbd)</i> • <i>November, February, and April-May</i> • <i>Start of Classes and End of Year</i>
<i>7-8</i>	<ul style="list-style-type: none"> • <i>Galileo</i> • <i>Pre & Post Test</i> 	<i>Online and in person</i>	<ul style="list-style-type: none"> • <i>November, February, and April-May</i> • <i>Start of Classes and End of Year</i>
<i>9-12</i>	<i>Pre & Post Test</i>	<i>Online and in person</i>	<i>Start of Classes and End of Year</i>

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>
Kindergarten	DIBELS	Online and in person	Sept. 18, 2020
1-3	DIBELS	Online and in person	Sept. 18, 2020
4-6	<ul style="list-style-type: none"> • DIBELS (for those identified in need of intervention) • Galileo • Galileo (for grade 6 at Prep) • Pre & Post Test (for grade 6 at Prep) 	Online and in person	<ul style="list-style-type: none"> • Sept. 18, 2020 • Completed Six weeks after in-person learning begins (tbd) • November, February, and April-May • Start of Classes and End of Year
7-8	<ul style="list-style-type: none"> • Galileo • Pre & Post Test 	Online and in person	<ul style="list-style-type: none"> • November, February, and April-May • Start of Classes and End of Year
9-12	Pre & Post Test	Online and in person	Start of Classes and End of Year

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

All in-person assessments being conducted will take place at the school. This is contingent on the Governor’s Executive Order(s) and COVID-19 restrictions. Benchmark dates subject to change contingent on the Governor’s Executive Order(s) and COVID-19 restrictions.

Additional Information (Optional)

The charter school 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.

The fundamentals of a Great Hearts education are rich and rigorous subject matter grounded in truth, goodness, and beauty, high expectations for academics and behavior, and vibrant school culture and community. We know that these are the reasons families choose Great Hearts, and we know that this is what families desire in a robust distance learning option.

Curriculum & Content: Equivalent to In-Person Learning
Distance learning students will learn the same subjects and take the same courses as they would in person. They will receive instruction that is equivalent, but not identical: lessons delivered by teachers may be pre-recorded or over live video; lessons and tests may be shorter and more frequent than in the classroom; independent student activity may be unsupervised rather than under the watchful, real-time classroom eye of the teacher. While distance learning students will progress through the curriculum at a similar pace to their in-building peers and reach the same endpoint, they may spend less time on some topics and more time on others to ensure that the most essential knowledge and skills are mastered

for future years.

Student Expectations: Required Attendance and Engagement

All distance learning students will have a daily program of regular, structured school in which they must participate. Some of this will be live, synchronous Zoom video classes, lessons, and activities which take place at scheduled, regular times. Daily engagement through Google Classroom will be required. The GHDL model will not be one of independent work with occasional teacher interaction; it will be one of regular online instruction and contact with teachers and peers at their school supported by independent work. The new GHDL is not homeschooling; it is, rather, school at home.

Students will be accountable for daily work, and teachers will regularly and actively assess student progress. Discrete grades and scores will be given for activities, assignments, and assessments.

Community & Culture: Personal Engagement, Human Connection

It is not enough for distance learning students to be academically engaged in school. Opportunities must also be present for social and emotional engagement with teachers and peers. Part of this will be satisfied by daily, synchronous video lessons and classes, but schools will also create new forms of online community to keep students connected to each other and to their school. Class celebrations, themed social events, school assemblies, and other activities will be created to complement the new plan for distance learning.