Distance Learning Plan for Heritage Academy

Charter Holder Information

Charter Holder Name	Heritage Academy	**Charter Holder Entity ID**	See below
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)	Jared L. Taylor		
Representative Telephone Number	480-969-4401		
Representative E-Mail Address	jtaylor@heritageacademyaz.com		

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
Heritage Academy, Inc. (Mesa Campus)	**4436**	078712001
Heritage Academy, Inc. (Maricopa Campus)	1000169	078712003
Heritage Academy Gateway, Inc. (FKA Heritage Academy Queen Creek, Inc.)	**92519**	078258001
Heritage Academy Laveen, Inc.	92520	078259001

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?	*144*
How many instructional days did the charter school operate for School Year 2019-2020?	*144*

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	2800	**Start Date for Distance Learning**	**7/22-Maricopa; 7/29-Gateway; 8/3-Mesa; 8/5-Laveen**
Estimated Number of Students Participating in Distance Learning for the Full Year	**0**	**Estimated Number of Students Participating in Distance Learning for a Portion of the Year**	**2800**
Please choose the option that indicates your proposed duration/plan for distance learning:	☐1. We intend to operate distance learning for the full year for all students. ☐2. We intend to operate distance learning until _____ for all students.		

	☐3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☒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.). ☐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:	
We are preparing for three scenarios. 1. From the start date of each school until the Governor allows school to hold in person classes, we will teach 100% online. 2. When school can resume in person classes, families may choose to return to campus or stay online through the rest of the semester. 3. If schools are required to close again, we will return to a full online model for 100% of our scholars.	

Is the charter requiring students to do distance learning?	Yes
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?	No

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 competed 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
1. Log into Learning Management System (LMS) for Heritage Academy.	Scholar	Daily by 8:30am	Report of scholar log in.
2. Complete self-reported attendance form via Google Forms	Scholar	Daily by 8:30am	Report in Google Form
3. Teacher updates Heritage Student Information System (SIS) with attendance information. (Present, Absent, etc.)	Teacher	Daily by 4pm	Report in SIS
4. SIS feeds daily reports to ADE	SIS daily feeds	Every 15 minutes	ADE School Finance Reports

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
1. Monitor attendance and participation	Teacher	Daily	Submitting on attendance form. Submission of work. Participation in online discussion.
2. Communicate to teachers when absence is reported	Administration	Daily	Attendance marked absent in SIS
3. Contact family in the case of no-show/participation	Administration	After 3 consecutive days.	Contact Log in SIS
4. Withdrawal form completed	Administration	After 10 consecutive days or when requested by family	Copy of withdrawal form when submitted.
5. Google Meet Video Conferencing	Teacher	Per curriculum, During published office hours, or as requested by family.	Google Calendar appointment
6. Share news, events, and other information via email or social media channels.	Principal or Administration	Weekly	Digital record in email or via social media channels.

	Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
7.	Town Hall Events	Administration	As needed. (We've already had one.)	Google Calendar appointment and other digital records of the event.
8.	Personal contact	Teacher or Administration	As needed	Google Calendar appointment. Contact Log in SIS.
9.	Take message when scholar, parent, or guardian calls	Administration	School hours	Phone logs
10.	SPED Activity	SPED Team	As needed	Google Calendar appointment

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
1. Hold virtual conferences 2. Record attendance 3. Publish and hold regular office hours 4. Grade papers and provide feedback in a timely manner. 5. Communicate with Parents and scholars in a timely manner. 6. Communicate with Department and school leadership. 7. Work with SPED Team as needed	Teachers and faculty, including SPED team	Daily Weekly As needed	SIS records Google Calendar Email Google Classroom

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
1. Train faculty on COVID protocols from local, state and federal levels. 2. Provide remote access to new employees on all required systems. 3. Communicate via email or virtual town hall any updates from the local, state, and federal levels.	Administration Team such as IT, HR, Accounting, etc.	Prior and during employment, virtual or in-person	• Digital records available for inspection in various systems. • Online Calendars • System logs • Email records

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Action Step(s)			
4. Confirm compliance with all local, state, and federal laws. 5. Facilitate department, school, and system meetings as needed.			

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

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Kick-off training for all new employees 2. Welcome back training for all faculty at each campus 3. Semi-annual all campus inservice meetings.	Principal and Administration	• Beginning of the year • Oct/Apr	• Google Calendar events

List Specific Professional Development Topics That Will Be Covered

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			
Needs Assessment-Available data			
Other:			Issued
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	X		
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			Issued
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, <u>list</u> 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)				
	Educational Delivery Methodologies	*Content Provider/Program Used*	*Formative Assessment Strategies and Frequency*	*Summative Assessment Strategies and Frequency*
Kindergarten	NA			
1-5	NA			

6-8	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams
9-12	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA			
1-5	NA			
6-8	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams
9-12	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	Educational Delivery Methodologies	Content Provider/Program Used	Formative Assessment Strategies and Frequency	Summative Assessment Strategies and Frequency
Kindergarten	NA			
1-5	NA			
6-8	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams
9-12	Direct Instruction	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams

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
Kindergarten				
1-3	NA			
4-6	NA			
7-8	Direct Instruction, Project based	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams
9-12	Direct Instruction, Project based	Google Classroom	Weekly Quizzes	Unit, Quarter, Final Exams

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
1. Monitor IEP 2. Hold required meetings such as IEP, MET's, etc. 3. Provide services	Direct and Indirect SPED Team	Daily, Weekly, Monthly, On-demand	eIEP-Pro Records, Google Calendar

Process for Implementing Action Step

The Director of Special Education provides regular training to faculty and SPED staff. School level SPED staff monitor an support IEP's as defined in the documents. Regular follow up with parents and school leadership is provided in the school SIS and IEP-Pro tools.

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
1. Administer AZELLA Tests 2. ID scholars who have needs 3. Coordinate services with local school administration	AZELLA Coordinator, Faculty	Annual testing Daily, Weekly services	AZELLA Tests Results

Process for Implementing Action Step

Our AZELLA Coordinator receives annual training from ADE. This person administers AZELLA tests at the beginning of each year to those identifies in the enrollment documents. For those that qualify for service, the AZELLA coordinator notifies school and continues to monitor and follow up throughout the year.

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				x	x
	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				X	X
	Phone				X	X
	Webcast					
	Email/IM					
	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
1. Reviews submitted enrollment documents for any needs.	1. Administration 2. Teachers 3. Service providers	Daily, weekly, monthly, annually	Scholar files Log entry in SIS

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Action Step(s)			
2. In class observations and inquiry and escalate to administration as needed 3. Provide services as needed			

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
1. Submitted work 2. Formative assessments 3. Summative assessments 4. Feedback and follow up	Scholars, teachers, parents	Daily, weekly, monthly, quarterly	Submitted work Grade log in SIS

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)			
	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	*NA*		
1-3	*NA*		
6-8	Heritage Internal Benchmark Tests	*Online via Google Classroom until we can return*	*Within the first month of school*
9-12	Heritage Internal Benchmark Tests	*Online via Google Classroom until we can return*	*Within the first month of school*

Benchmark Assessments (ELA)			
	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	*NA*		
1-5	*NA*		
6-8	Heritage Internal Benchmark Tests	*Online via Google Classroom*	*Within the first month of school*
9-12	Heritage Internal Benchmark Tests	*Online via Google Classroom*	*Within the first month of school*

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

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.