

Lower School Distance Learning Plan

Dear Families,

As we begin the school year with 100% online Distance Learning, our goal is to maintain the integrity of the classroom and continue to provide a robust, classical education grounded in truth, goodness, and beauty. We recognize this is not an ideal or even preferred method to return to school, and our goal is to help our students to the best of our abilities to engage with new material, show understanding, and delve into concepts which spark wonder and the imagination. Encouragement from you will be essential. We want to maintain academic engagement as well as academic honesty, and our partnership with you will be more crucial than ever in ensuring our scholars find success.

Each day, our teachers will engage with students during synchronous Zoom lessons devoted to guided practice in Reading/Literature, Math, and Spalding. In addition, our teachers will be providing asynchronous video instruction for Math, Spalding, History, Science, Grammar, Writing, and Specials (Art, Chess, Latin, Music, and P.E.). Daily attendance will be taken for all students. Feedback on student progress will be provided to families weekly. Teachers will continue to communicate via weekly newsletters as well as interacting over email and by phone as needed. Students will be invited to small group tutoring sessions as needed and determined by the teacher. We will be using the platforms of Zoom and Google Classroom for all Distance Learning.

Benjamin Franklin reminds us, "Change is the only constant in life. One's ability to adapt to those changes will determine your success in life." We are being flexible and adapting with the changes to our school, our lives, and our world, and we will continue to do so as things continue to evolve in the coming days, weeks, and months. We are looking forward eagerly to the opportunity to serve our students and our community in another year.

Sincerely,



Marcy Finn
Headmaster, Lower School
Great Hearts Irving

Packets

Last school year the vast majority of our community opted to pick up and turn in remote learning work for their students in the form of paper packets. We were delighted to be able to make assignments available to our families in such a convenient way. Unfortunately, due to a variety of circumstances and the expense involved in printing such a large quantity of material, as well as new TEA guidelines regarding distance learning, Great Hearts has determined that continuing to provide paper packets is unsustainable and that packets will no longer be provided on any campus. Moving forward, all remote learning content, material, assigned work, and assessments will be made available to families exclusively through Google Classroom.

Attendance

Great Hearts Distance Learning (GHDL) is not homeschooling; it is, rather, school at home. The GHDL model will feature regular online instruction and virtual contact with teachers and peers supported by independent work. All Distance Learning students will have structured lessons in which they must participate. Some of these will be live, synchronous Zoom activities which take place at scheduled times. Students will participate in other lessons asynchronously by watching video lessons posted to Google Classroom by our teachers. While we have created recommended daily schedules that families may follow, the specific times in which asynchronous lessons are completed may vary to meet your family's needs. Helping students establish and adhere to a daily routine will be beneficial.

Daily engagement through Google Classroom is required of all students.

Students will be accountable for completing assigned work daily, and teachers will regularly and actively assess student progress and provide feedback to families. Discrete grades and scores will be given for activities, assignments, and assessments; there will be no "pass/fail" grading at the end of the quarter or semester.

A student will be considered "present" on a given day of Distance Learning if any of the following occur:

- The student logs into a Zoom synchronous lesson or tutoring session,
- The student submits online "morning work" or a daily attendance assignment,
- The student submits an assignment or other activity due that day, *or*
- The student's parent communicates with the teacher as to the student's academic progress and engagement in lessons that school day via phone or email.

That said, merely being "present" at school, even during Distance Learning, does not ensure that students are learning as much as they should. Frequent absences will negatively

impact your scholar's learning. In the regular classroom, students are invited by the teacher to engage actively in lessons, activities, and discussions. They volunteer or get called on to share their work or answers, ask their own questions, and take part in discussions. In all of these activities, students build their understanding just as surely as they do by studying, practicing math facts, or completing work independently. And as experienced Great Hearts families know, active participation in class is a key component of student achievement and evaluation. Thus, it is doubly important that students attend and actively participate in synchronous, live Zoom video sessions during Distance Learning.

Technical Support for Families

We recognize that increased use of technology will inevitably mean an increased number of technological issues. We would like to thank all of our families in advance for their patience in working through these.

- If you require technical support, we have dedicated personnel to assist you. Submit your help ticket at theveeya.com/GreatHeartsFamilyHelp or call 480-781-4267.
- To access the Family Guide to Google Classroom for step-by-step instructions and other resources related to technology and student devices, visit greateartsamerica.org/safereturn/tx/resources.
- To learn more about our approach to using technology to support a remote Great Hearts education, please visit the [Great Hearts Distance Learning website](#).

Homework

We recognize that Distance Learning will present challenges for both parents and children. Because students are already learning from home and spending more time than usual working independently, and because we recognize that attempting to navigate a global pandemic already puts significant pressures on families, with the exception of encouragements to practice reciting a new poem, spend time reading independently, or practice a new song for Music class, for the duration of the school year we will not be assigning any homework beyond the independent work students will be required to complete at home as part of their regular Distance Learning instruction.

Turning In Work

All assigned work will be turned in via Google Classroom. Some work may be able to be completed and submitted entirely electronically. Other work will need to be scanned or photographed and uploaded to Google Classroom after it is completed on paper. Parents may need to help students—especially younger students—in accomplishing this.

Families will not be required to print materials at home. That said, worksheets, assessments, etc. that require completion on paper may be downloaded and printed for students to complete, or students may write their answers on a blank sheet of paper to be turned in. All student work, even that completed on scratch paper, should be neat and tidy.

Assessments

This year, students participating in Distance Learning will take all the same quizzes and tests as students present for in-class instruction, though they may not take them on the same day. As with all student work, some assessments may be able to be completed entirely electronically; others will be uploaded to Google Classroom and may then be printed for students to take on paper and turn in electronically. We will not require families to print off materials, however, in which case students may write their answers on a blank sheet of paper and turn that in instead.

Grading, Student Evaluation, and Feedback

Regular feedback on assigned work will be provided through Google Classroom. The TEA has determined that work done by students participating in Distance Learning must be graded on the same scale used while students are present in school; therefore, all work in Kindergarten through 2nd Grade Math, English Language Arts, History, and Science, as well as Kindergarten through 5th Grade Art, Latin, Music, and P.E. will be graded using the ESNU scale. All work in 3rd through 5th Grade Math, English Language Arts, History, and Science will be graded on the A–F scale.

Academic Integrity

As a community, Great Hearts Irving maintains the highest commitment to academic integrity. We believe that students are the active agents in their own education and must take responsibility for their own learning. Students who do not do their own work cannot learn. While parents or siblings may offer coaching and assistance on in-class assignments just as their teachers would, it is vital that our students do their own work. Giving students answers is not only dishonest; it robs students of an opportunity to learn and hinders our ability to assess student understanding accurately and offer assistance to students who may need it. With the exception of reading aloud a question or clarifying directions, all quizzes and tests must be completed entirely independently.

Supplies

Families should expect to need the same supplies for Distance Learning as are required for in-person instruction. Supply lists for each grade level can be found [on the Great Hearts Irving website](#). Our teachers may assign work using some of the supplies (spiral notebooks, colored pencils, scissors, glue, ruler, etc.) that your child would have had access to in his/her desk on campus, so it will be important to provide easy access to the same supplies at home as well.

Work Area

We strongly recommend establishing a regular work area for your student where he/she can both participate in daily synchronous and asynchronous lessons and complete independent work. This work area should be well lit and as comfortable and quiet as possible to help your student focus on the day's lessons. As mentioned above, it should also be equipped with any supplies your child might need throughout the day, including sharpened pencils, blank paper, crayons and/or colored pencils, scissors, glue, a ruler, etc. All materials will not be used immediately and will need to be kept in a safe place. Upon returning to in-person schooling, we will ask you to send the materials that were not used during Distance Learning to school with your student and will communicate the method for doing so when the time comes.

Dress Code

Even though our students are participating in their lessons from home, they are still attending school. Scholars are asked to attend synchronous Zoom sessions wearing their regular school uniforms. An overview of our uniform requirements can be found [on our website](#). While we would prefer that all students be in uniform, if wearing the uniform each day presents challenges for your family, students should wear a plain white or light blue shirt or another Great Hearts shirt so that their attire does not create a distraction from the lesson.

Teacher Availability and Communication

Teachers are available via email and will endeavor to respond to all parent communications within one school day. Teachers will continue to send home weekly newsletters to ensure parents remain informed about important classroom news, events, and their progress through the curriculum. Teachers may reach out or answer emails via

phone, but the best way to get in touch with your child’s teacher is to send an email. Email addresses for all Lower School faculty and staff are on [the Great Hearts Irving website](#).

Daily Schedules

Pledges and Announcements on Facebook Live

We will begin each day as one community, gathering virtually to recite the Pledge of Allegiance and Pledge to the Texas Flag on [Facebook Live](#) at 7:45am.

Spalding

Spalding phonics and spelling is a crucial part of the Great Hearts curriculum. As such, Spalding instruction will occur in the form of asynchronous videos for students to participate in along with the teacher, as well as synchronously over Zoom. To be fully prepared for their Spalding lessons students will ordinarily need a pencil, blank paper, and their pink or blue Spalding notebook.

Math

Students will spend time daily having a new math concept introduced and demonstrated via an asynchronous video. They will then spend time doing in-class practice under the guidance of their teacher during their synchronous Zoom time later in the day. Students will usually need a pencil, blank paper, and their Math workbook.

Daily Routine

Every day at the beginning of each classroom’s synchronous lessons, the students will gather on Zoom to spend a few minutes going over the day, any work that they completed independently that morning or the previous afternoon, doing calendar time in the younger grades, practice reciting a poem, and more. This is also the time that teachers will take daily attendance.

Reading Groups and Literature

Spending time practicing reading in order to build reading fluency and comprehension is vital for all students. After their “Daily Routine” time each day, classes will move on to either Reading Groups or Literature depending on the grade level, also over Zoom. During this time, lasting approximately 30 minutes, students will read aloud and discuss a worthy text—usually one of their [Classics to Keep books](#).

History, Science, Grammar, Writing, and Specials

Lessons in these subjects will ordinarily be offered entirely asynchronously. Students will watch a video lesson crafted lovingly by one of their teachers and often complete an independent activity explained by the teacher in the video.

Each week students will receive one asynchronous lesson in each Specials subject, including Chess, according to the schedule on the following page.

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Kindergarten	Art	Latin	Music	P.E.	Chess
1st Grade	Art	Latin	Music	P.E.	Chess
2nd Grade	Art	Latin	Music	P.E.	Chess
3rd Grade	Art	Latin	Music	P.E.	Chess
4th Grade	Art	Latin	Music	P.E.	Chess
5th Grade	Art	Latin	Music	P.E.	Chess

It is our hope that all students having the same Specials subject on the same day will make it easier on families with multiple children to ensure each of their students have the supplies they need ready each day.

Independent Reading

The recommended schedules for each grade level below include dedicated time each day for students to spend reading independently.

Lunch, Snack, Breaks, and Recess

We have also taken care to build into the daily schedules considerable time for breaks, snacks, lunch, and outdoor play. We recognize that it is not ideal for students to be spending much of their day in front of a computer screen, and while a certain amount of screen time is unavoidable in the context of Distance Learning, we do want to help families ensure our scholars are getting sufficient screen breaks and time to exercise their bodies throughout their day.

Read Aloud with Mrs. Pantin on Facebook Live

Each school day will conclude as it began. Those who are able are invited to gather virtually as one community on [Facebook Live](#) at 3:30pm to listen to a beautiful story being read aloud by our Dean of Academics, Mrs. Pantin.

Tutoring

Students who are identified by their teachers as being able to benefit from additional support will be invited to attend bi-weekly 30-minute individual or small group tutoring sessions over Zoom. Students invited to tutoring will be given information on a special Zoom meeting which will occur Tuesdays and Thursdays at each grade level's scheduled tutoring time.

Special Services

Great Hearts Irving will continue to provide all necessary academic accommodations, modifications, interventions, and other support for our special populations. Members of our Special Services faculty will work with families and teachers on an ongoing basis to ensure that the needs of our students are being met.

Kindergarten Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Reading Groups	
10:00–10:15	Guided Math Practice	
10:15–10:30	Guided Spalding/Writing Practice	
10:30–10:45	Break	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:45	History/Science	Poetry/Writing
12:45–1:30	Poetry/Writing/Grammar	Chess
1:30–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	

Synchronous Zoom Lessons

Asynchronous Video Lessons

Independent Work

Break Times

First Grade Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Reading Groups	
10:00–10:15	Guided Math Practice	
10:15–10:30	Guided Spalding/Writing Practice	
10:30–10:45	Break	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:45	History/Science	History/Writing
12:45–1:30	Grammar/Writing	Chess
1:30–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	



Synchronous Zoom Lessons



Asynchronous Video Lessons



Independent Work



Break Times

Second Grade Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Reading Groups	
10:00–10:15	Guided Math Practice	
10:15–10:30	Guided Spalding/Writing Practice	
10:30–10:45	Break	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:45	History/Science	Poetry/Writing
12:45–1:30	Grammar/Writing	Chess
1:30–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	

Synchronous Zoom Lessons

Asynchronous Video Lessons

Independent Work

Break Times

Third Grade Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Literature	
10:00–10:30	Guided Math Practice	
10:30–10:45	Guided Spalding/Writing Practice	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:30	History	Poetry
12:30–1:00	Science	Writing
1:00–1:45	Grammar/Writing	Chess
1:45–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	

Synchronous Zoom Lessons

Asynchronous Video Lessons

Independent Work

Break Times

Fourth Grade Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Literature	
10:00–10:30	Guided Math Practice	
10:30–10:45	Guided Spalding/Writing Practice	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:30	History	Poetry
12:30–1:00	Science	Writing
1:00–1:45	Grammar/Writing	Chess
1:45–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	

Synchronous Zoom Lessons

Asynchronous Video Lessons

Independent Work

Break Times

Fifth Grade Daily Distance Learning Schedule

With the exception of synchronous Zooms, for which students will log on at the scheduled times, the schedule below reflects recommended times and durations. Asynchronous videos and assigned work may take more or less time depending on the day, the student, and particular family circumstances. Parents may adjust asynchronous lessons, independent work, and break times as necessary to meet the needs of their family.

Time	Full Day (Mon.-Thu.) Subject/Activity	Early-Release Fri. Subject/Activity
7:45–8:00	Pledges and Announcements on Facebook Live	
8:00–8:30	Spalding	
8:30–9:00	Math	
9:00–9:15	Snack/Break	
9:15–9:30	Attendance and Daily Routine	
9:30–10:00	Literature	
10:00–10:30	Guided Math Practice	
10:30–10:45	Guided Spalding/Writing Practice	
10:45–11:00	Read Aloud	
11:00–12:00	Lunch	
12:00–12:30	History	Poetry
12:30–1:00	Science	Writing
1:00–1:45	Grammar/Writing	Chess
1:45–2:00		
2:00–2:45		
2:45–3:00		
3:00–3:30		
3:30–3:45	Read Aloud with Mrs. Pantin on Facebook Live	

Synchronous Zoom Lessons

Asynchronous Video Lessons

Independent Work

Break Times