

ACT 1240 Digital Learning Application Addendum 2021

Please revise the sections that apply to your district's application only.

District	Lead Hill
Superintendent	Tami Richey
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	<p>The class size waiver is requested for the Lead Hill School District virtual learning program. Teachers will be provided with a CMS (Google Classroom, Seesaw), Edgenuity, and district curriculum. CMS/LMS training will be provided prior to using the system. Job-embedded PD will be provided. Class size per teacher to never exceed a 50/1 ratio.</p> <p>Training and professional development will include technology support from district technology personnel and LMS/CMS experts prior to the start of school. Updates and additional information will be shared at the beginning of the second semester, or sooner if needed. Additionally, supports will be provided by building and district leadership personnel through bi-monthly PLCs. Grades will be reviewed twice each grading period to determine if students or teachers need additional support. Additionally, this information will be reviewed to assess the class size ratio to ensure student success.</p>
Revised Asynchronous Model	<p>In our area, we have found there are many families where the typical classroom environment does not work for their lifestyles. We have determined if we can provide a great program as well as access to certified teachers, technology, library, counseling, and extracurricular</p>

activities, we can work with these families to ensure their children get the education they need. Lead Hill School District Digital Learning Program will be provided asynchronously with frequent synchronous check in opportunities and assistance to help accommodate our families.

Digital Students - These students will be learning asynchronously from home via a fully online content management system. The lessons include content and instruction. Students in Kindergarten through twelfth grades will have access via Seesaw, Google Classroom, Zoom, or in person to their teacher of record in his/her grade level or content area.

Because flexibility is a primary concern of our families, students will have weekly goals to complete assignments. Students will be required to do weekly check-ins synchronously. This will keep students on track to complete coursework in a timely manner and following the regular yearly calendar in completion of their respective grade levels. Teachers will monitor student coursework and provide any feedback and reteaching necessary synchronously, either during the weekly check-ins or daily as needed by the student. Students who are not maintaining at least passing grades will be required to continue in the program on-site with their teacher of record. If students still do not make adequate progress, they will be required to attend on campus in the regular classroom and will be dropped from the digital learning program.

For K-2 students, the expectation for them will be to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester

in order to ensure student engagement and maximize student learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups, to ensure understanding and mastery. For the remaining weeks of the semester, students will be required to attend scheduled daily synchronous phonics instructional groups, maintain pace in the core curriculum, and to attend weekly check-ins with the teacher in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and reteaching. The teachers will be available with open virtual meetings following their daily schedule. As discussed in the previous paragraph, there will be definite steps followed for failing or below average grades or assignments not being completed.

For grades 3-6, students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups. For the remaining weeks of the semester, students will be required to maintain pace in the core curriculum and to attend weekly check-ins with the teacher, synchronously, in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback and reteaching.

Teachers will be available with open virtual meetings following the daily schedule. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning targets, will be required to attend scheduled synchronous meetings for a minimum of one week or until the student is on pace in their learning. If synchronous learning does not lead to progress in learning, the student will be referred to the campus intervention team for additional support.

For grades 7-12, students will be expected to follow a schedule with synchronous virtual meeting attendance for the first full week of each semester to complete course orientation and to become acquainted with the virtual teacher. For the remaining weeks of the semester, students will be required to maintain a 70% or higher in each course in order to work on a flexible and independent schedule. The teacher of record will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings following the daily schedule. Students falling below 70% in any course will be required to attend scheduled virtual meetings for a minimum of one week or until their grades are above 70%. This information will be outlined for parents and students in a back to school packet and posted to the district website. It will be gone over very thoroughly at orientation, also. The campus intervention team will monitor this process to maintain the integrity of district protocols for students. CTE courses will be offered in a blended/synchronous setting to ensure the opportunities are afforded to virtual students equitably.

Students will be required to come on

	<p>campus to take all district required assessments, which includes ACT Aspire and Star, and any other state-mandated assessments. Students must also come on campus to take mid-term and semester tests in their courses.</p>
<p>Elementary K-6 Model Only</p>	
<p>Detailed description of elementary reading program aligned to Science of Reading</p>	
<ul style="list-style-type: none"> • How will the teacher engage students in direct instruction in the Science of Reading? 	<p>For K-2 students, the expectation for them will be to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize student learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups, to ensure understanding and mastery. Teachers in grades k-2 will hold required daily synchronous phonics/early literacy lessons.</p> <p>For grades 3-6, students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize learning. This schedule will include a series of four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks in the learning management system to be completed when not meeting in small groups.</p>
<ul style="list-style-type: none"> • How will teachers engage students in small group instruction at least 3 	<p>Students will be required to attend synchronous scheduled daily phonics</p>

<p>times a week for K-2?</p>	<p>instructional groups, maintain pace in the core curriculum, and to attend weekly check-ins with the teacher in order to work on a flexible and independent schedule.</p>
<ul style="list-style-type: none">• How will interventions be provided in K-6?	<p>All students are given universal screeners and monitored based on performance to determine if adequate progress is being met toward grade level standards. Students are provided supplemental instruction if they perform below grade level, through a tiered structure of support. Virtual students follow the same literacy and math flowcharts for academic support as our on-site learners.</p> <p>If a student does not make the required daily academic progress or is not engaging consistently, the student's teacher will intervene. These interventions may include, but are not limited to teacher communication with the student or parent/guardian, the creation and implementation of a student intervention plans to include Tier 2 and Tier 3 interventions such as: academic coaching, one-on-one instruction, and reteach sessions on a skill or standard synchronously or face to face. The student will have daily and weekly goals to be determined by the teacher, mandatory in-person or virtual meetings between the teacher/student/parent to monitor progress, increased time spent on coursework, and additional synchronous/face to face intervention with a teacher to ensure success on assignments.</p> <p>If intervention data does not show improvement or gains in student learning, the student will be referred to the campus intervention team for more intensive support from various other support entities such as the counselor, school-</p>

	<p>based therapist, or dyslexia interventionist. Any or all of these interventions can be accessed on-site or remotely. These support personnel include but are not limited to: G/T coordinator, Special Education Teacher, School Counselors, School-based Therapy personnel, Dyslexia Interventionist, and ESOL Coordinator.</p>
<ul style="list-style-type: none"> • What are the number of students per teacher per course and the grade level of the students? 	<p>Class size per teacher to never exceed a 50/1 ratio for students K-12.</p> <p>However, the goal of the Lead Hill District is to never exceed 30:1</p>
<p>Number of students per teacher per course and grade level of the students</p>	<p>Class size per teacher to never exceed a 50/1 ratio for students K-12.</p> <p>However, the goal of the Lead Hill District is to never exceed 30:1</p>
<p>Consortium or Digital Provider Information Required</p>	
<p>Revised Provider/District Connection for Student Success</p>	<p>The Dyslexia and Reading Interventionist of the district will be available and utilized for outside support to ensure student success.</p> <p>Students who are identified with characteristics of dyslexia utilize multiple intervention programs including Phonetic Connections, Barton Reading System, and Take Flight. Intervention programs are assigned to students based on multiple data points. Teachers will use Google Meet or Zoom video communication software to facilitate live interventions between two or more participants and to deliver interventions consistent with the program's guidelines for engagement, length, and frequency of sessions and group size.</p> <p>The Lead Hill School District will ensure requirements of the dyslexia law will be</p>

followed for onsite and remote learners. The dyslexia interventionist, Terrie Register, will oversee to ensure equity for all students receiving dyslexia services.

School staff and parent/guardians will collaborate as needed to determine adjustments to services and/or accommodations. Parent/teacher communication is critical to student success.