

ACT 1240 Digital Learning Application Addendum 2021

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

District	South Side (Van Buren)
Superintendent	Dr. Aaron Hosman
Revised waiver request timeline (up to 3 years)	3 years
Instructional Model	
Revised teaching load cap to under 190 or less	N/A
Revised Asynchronous Model	N/A
Elementary K-6 Model Only	
Detailed description of elementary reading program aligned to Science of Reading	<p>The digital literacy curriculum includes the Five Essential Components of Reading Instruction:</p> <ul style="list-style-type: none"> • Phonemic awareness, <i>Phonemes are the smallest units making up spoken language</i> • Phonics • Vocabulary <i>development</i> • Reading fluency, <i>including oral reading skills</i> • Reading comprehension strategies <p>The 4-5 courses continue to dive deeper into language comprehension, word recognition and skilled reading. In the 4th-6th grade courses, there are module exams aligned to standards. The curriculum is designed to help students master the art and science of reading and is easily adapted to meet district or state requirements for Science of Reading. The specific Science of Reading connections are:</p> <p>Phonological Awareness: N/A</p> <p>Phonics: Covered in 4-5 with learning word</p>

	<p>endings, learning Latin and Greek Roots, and all syllable patterns.</p> <p>Comprehension: Covered by using story elements, novel study guides, summarizing, identifying main ideas, recognizing story structure, expository text, narrative text, understand and identifying different genres</p> <p>Vocabulary: Covered by context clues, prefixes and suffixes, learning word endings, learning Latin and Greek roots, and strategies for deciphering word meanings.</p> <p>Ensuring that all components of the Science of Reading are met is an ongoing work-in progress. Virtual staff and district staff will continue to identify areas that need additional supplements and add those where needed.</p>
<ul style="list-style-type: none"> • How will the teacher engage students in direct instruction in the Science of Reading? 	<p>Teachers will use evidence based science of reading practices for all 4-6 students.</p> <p>For 4-6: Students will be required to meet synchronously each day. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures and verbal reasoning. Students will practice and participate in activities during synchronous lessons, and</p>

	<p>then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments in 4-6. Those results as well as classroom observations/assessments will determine the need for additional interventions.</p> <p>An example of a daily lesson below: Review Word study/Morphology Vocabulary Comprehension/Language structures Writing</p>
<ul style="list-style-type: none"> How will teachers engage students in small group instruction at least 3 times a week for K-2? 	<p>N/A</p>
<ul style="list-style-type: none"> How will interventions be provided in K-6? 	<p>The virtual teachers will use data from formative assessments to provide targeted and timely interventions for each student. Students will meet synchronously for one-to-one or small group interventions. A team approach to interventions will be implemented by involving virtual staff, parent/adult, and district staff.</p> <p>Strategies for interventions include personalizing the student's learning pathway, providing point-in-time, leveled scaffolding, providing multisensory activities, supplying at-home resources for parents, and rewarding success.</p> <p>If a student is still not mastering the skill, face-to-face sessions will be coordinated with the family, virtual staff, and/or district staff.</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>4 - 6 No more than 30 students per course (20-25 is target)</p>
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Consortium or Digital Provider Information Required

Revised Provider/District Connection for Student Success

The ARESC K6 Virtual Consortium will serve as an extension of the school district. This option for students and families will be a partnership involving district staff, virtual staff, and parent/adult home learning coach. In addition to the information provided through the Digital Learning Plan Template entered into LEA Insights, please find a brief overview of ways students will be connected to their home district. Some of these include, but are not limited to:

Calendars

K6 Virtual Staff will be flexible enough to allow each child to operate on the same calendar as their sending district. We will make the adjustments to their daily expectations and work assignments based on their sending school calendar.

District Connection Coach

Each participating district will provide a staff member that will serve as

- ambassador for virtual learning and their district, - bridge from school to virtual campus - the local “face” of the virtual campus
- advocate for their students and families,
- support seeker/partner with K6 Virtual Staff to provide support for students and families
- first line of communication and contact for parents and students for district information, technology support, and overall help.
- enroll students, coordinate orientation activities/on-site sessions, and build relationships with families.

The Connection Coach will receive training and work with virtual staff to establish a communication chain.

Communication

The School Principal and K6 Virtual Principal will communicate on a daily and/or weekly basis regarding virtual students.

Virtual and district staff will use ZOOM, email, phone, text and face-to-face methods to communicate with students and parents. The district and virtual staff will create a communication plan that meets the needs and expectations of the students, parents, and schools.

Connection Strategies

One of the goals of the K6 Virtual Campus will be to keep students connected to their sending district and community they live in.

Some of the strategies include:

- Enroll students from the same grade and district in a district-specific online course shell, when numbers allow for an effective district-specific online community.
- Hold district specific ZOOM sessions where the teacher will utilize the district logo/colors as his/her background for that session.
- On set days, the teacher will wear district spirit shirts while meeting with students from a specific district.
- Students will be asked to explore their communities in assignments and projects.
- In partnership with the District Connection Coach, staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e. morning announcements, bulletins from the school.)
- District team will meet to determine needed support and services for each child enrolled in the K6 Virtual Campus. A personalized student success plan template will be

provided to participating districts as a resource to guide their efforts.

- Student and Parent Learning Coach Orientation will be held at the district in partnership with district staff.
- A district's essential standards will be incorporated into the curriculum to pull out focus targets.

Connection to Counseling Services

Once the student enrolls in the K-6 Virtual Campus, a counselor will be assigned to the student. Since the students are still enrolled at the local school, parents and students can always contact the school counseling office. The K6 Virtual Principal will be available to coordinate any meetings or assistance needed.

Parent/Teacher Conferences

These will be held on the same schedule as the sending school. Virtual staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Student Services

All Special Student Services would be a partnership between the district staff and the virtual campus staff. The student is enrolled at the district where the district holds the IEP, 504 plan, Dyslexia plan, ESL plan, gifted and talented designation, and therapy referrals. The ultimate responsibility for meeting the special needs and plans for a student is held by the sending school. The virtual campus and staff would implement the modifications, attend district meetings as requested, provide documentation and support, and perform the same responsibilities the teacher-of-record at the district would perform for special student services in their classroom.

Tech Support

The member districts' tech teams will provide support as needed.

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