

## ACT 1240 Digital Learning Application Addendum 2021

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

District	Calico Rock School District
Superintendent	Jerry Skidmore
Revised waiver request timeline (up to 3 years)	1 year
<b>Instructional Model</b>	
Revised teaching load cap to under 190 or less	
Revised Asynchronous Model	<p>The K-6 TRVP will primarily be a synchronous model for K-6 core instruction. The synchronous model will allow for <b>daily</b> structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.</p> <p>An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis.</p> <p>Teachers: Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. Virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.</p> <p>Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time.</p>

	<p>Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.</p> <p>Students: Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours</p> <p>Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner.</p> <p>All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.</p>
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**Elementary K-6 Model Only**

<p>Detailed description of elementary reading program aligned to Science of Reading</p>	
<ul style="list-style-type: none"> <li>● How will the teacher engage students in direct instruction in the Science of Reading?</li> </ul>	<p>District requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition</p>

	<p>(phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. Instruction will occur synchronously five days a week and in real time.</p> <p>Teachers will interact with synchronous students on a daily basis and will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will routinely monitor asynchronous students' engagement and academic progress throughout the week and regularly interact with those students via videos, electronic communications, and other means available. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.</p>
<ul style="list-style-type: none"><li>• How will teachers engage students in small group instruction at least 3 times a week for K-2?</li></ul>	<p>TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. Synchronous students will be required to attend daily sessions each week, and asynchronous students are expected to view all virtual lesson sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Parents will also have access to these lessons in order to support their child with any additional activities or tasks.</p> <p>Requirements for the Science of Reading will be</p>

ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other progress-monitoring tools such as DIBELS. During instructional time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results, as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction.

The 3-6 courses continue to dive deeper into language comprehension, word recognition, and skilled reading. 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. Instruction will occur synchronously five days a week and in real time.

This instruction will occur daily and synchronously to ensure that the foundational literacy skills of word recognition (“bottom of the rope”) are developed and supported on a regular basis, as well as the skills of

	<p>language recognition (“top of the rope”)</p> <p>Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students’ progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.</p> <ul style="list-style-type: none"> <li>• Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.</li> <li>• Teachers will complete the grading of assessments within 2-3 business days</li> <li>• Teachers will complete the grading of portfolio items within 4-5 business days</li> </ul> <p>Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher’s set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs. <b>Students will be required to attend small groups at least 3 times per week.</b></p>
<ul style="list-style-type: none"> <li>• How will interventions be provided in K-6?</li> </ul>	<p>K-6 Tri-Region Virtual teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions. <b>District will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need.</b></p>
<ul style="list-style-type: none"> <li>• What are the number of students per teacher per course and the grade level of the students?</li> </ul>	<p><b>K-6 TRVP</b>  <b>A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes--30:1 (K-2) and 50:1 (3-6).</b></p>

	If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)
Number of students per teacher per course and grade level of the students	<p><b>K-6 TRVP</b>  A waiver is being requested due to the anticipated student:teacher ratio in K-6 classes--30:1 (K-2) and 50:1 (3-6).</p> <p>If TRVP provides P.E., a waiver will be needed (per Rules Governing Class Size and Teaching Load 3.02.1)</p>
<b>Consortium or Digital Provider Information Required</b>	
Revised Provider/District Connection for Student Success	NorthCentral Arkansas Educational Cooperative