

An Introduction to the CVSU Online Academy

CVSU is very excited to be launching our Online Academy. The CVSU Online Academy is an online option offered to students who attend schools in CVSU and whose circumstances do not permit them to attend school in person in their buildings. Although its creation was made necessary in response to the pandemic, we see it as an opportunity to develop over time, an effective online option for CVSU long into the future. Below you will find a description of the CVSU Online Academy based on what we know right now. Unfortunately, I cannot share staffing or schedules with you; those decisions are dependent on the number of students and their grade levels enrolled in the Academy. Staff and schedules will be determined shortly after we have the enrollment information.

Although all CVSU schools “went remote” last spring in response to Governor’s Scott’s directive, the CVSU Online Academy will look quite different from last year.

Last Spring’s Online Learning Experience	CVSU Online Academy
Teachers had minimal online teaching experience.	Teachers selected to teach for the Academy will be comfortable and fluent with the online format and will have access to needs based professional development.
Students had little to no experience with remote learning prior to schools closing.	Teachers will spend time with Academy students making certain everyone is familiar with the tools they will be using.
Families had little to no knowledge or support for helping their students with the learning platform (Google Classroom.)	The Academy will offer parents training and tutorials on Google Classroom and Seesaw, as well as any other tech tool being used for instruction.
Parents/guardians had to figure out how to “teach” their children at home.	The Academy will require a Learning Partner for students and will work closely with that partner to help them provide on-going encouragement, guidance, supervision, motivation and collaborate with teachers to help their students develop into independent learners.

Students, in some cases, were basically online for the entire school day.	The amount of screen time will be on developmental level balancing instruction and independent learning time
Students only needed to log in or show they had worked on a document to be counted as present.	There will be stricter daily protocols that will need to be met before students will be considered present.
Some students did not have daily contact with teachers or receive instruction on a daily basis.	Students will have daily contact and instruction with and from teachers.
Many of the learning experiences were focused on maintaining student learning, rather than increasing student knowledge.	The Academy is committed to high quality instruction and assessment. Core curriculum will be aligned with CVSU curriculum documents.
Much of the instruction and learning opportunities were designed as one-size-fits-all.	The Academy will work closely with students and families to meet the individual needs of both students and their Learning Partners.
Students stayed with the same teachers they were with when schools were open.	It is unlikely students will have the same teachers online as the teachers they would have for in person instruction. Staffing is dependent on the size of the age groups, staff who are comfortable and fluent in online instruction, and areas of content expertise. Unfortunately, I cannot make those decisions at this time.

CVSU has always been committed to providing **high quality** instruction to our students and a highly effective system of supports for students in both academics and social/emotional growth. As we developed the structural outline for the Academy, we carried these commitments with us and researched best practices and included methods to make certain students receive the academic and/or social emotional support they might need. We also considered challenges students and their families had experienced last spring with remote learning and tried to create a model that both responded to those challenges but also embraced best practices for online learning. Instruction will be guided by the CVSU curricular documents. We will also find ways to include the allied arts.

Certified teachers will provide online instruction and independent opportunities for learning based on the outlines below. This instruction and these independent learning opportunities will be offered both synchronously and asynchronously depending on the nature of the instruction and the needs and skills of the students. (synchronous - all students receive the instruction at the same time with a live instructor similar to a regular classroom; asynchronous - student-centered learning that is self-guided and self-paced offering a great deal of flexibility to students. This will take different forms - pre-recorded materials, posted lesson plans, assignments and assessments, etc.) Students will not just stream into their regular schedules or classrooms for the day from home. Successful online programming requires a different approach and a more flexible schedule. The fact that schedules would be designed for a particular smaller group of children and their individual needs makes it very difficult to outline a schedule.

Grade Levels	Time	<p>Sample day Please note <i>this is an example</i> of what a day might look like - specifics will only be available when numbers of students and their specific needs are identified and staff have been confirmed. Schedules could start later, end earlier or independent work time could extend into the evening if better for families. Instructional blocks could increase in length based on developmental needs.</p>
K - 2	<ul style="list-style-type: none"> ● A average of 10 hours per week of online instruction either synchronous or asynchronous ● A average of 20 hours per week independent learning/engagement/activities 	Approx 30% of each day will be spent working on a computer

		8:10 - 8:30	Daily Greeting, Check In and Warm Up (Asynchronous)
		8:30 - 8:50	Morning Meeting (*Synchronous)
		8:50-9:50	Academic Instruction (*Synchronous)/ Independent Work supported by Learning Partner Academic Small Group (synchronous)
		9:50-10:20	Allied Arts
		10:20 -10:45	Snack (Independent supported by Learning Partner) Selection of physical /movement options which may be online or led by learning partner
		10:45 - 11:45	Academic Instruction (*Synchronous)/ Independent Work supported by Learning Partner Academic Small Group (synchronous)
		11:45 - 12:45	Lunch (Independent supported by Learning Partner)
		12:45-1:30	Work on class assignments and independent projects.
		1:30-1:45	Summarize learning and submit your learning evidence on line
3 - 5	<ul style="list-style-type: none"> • A average of 12 hours per week of online instruction either synchronous or asynchronous • A average of 25 hours per week for independent learning/engagement/activities 		<p>Similar to above except:</p> <ul style="list-style-type: none"> • Approx 30%-50% of each day working on computer

6 - 8	<ul style="list-style-type: none"> • A average of 15 hours per week of online instruction either synchronous or asynchronous • A average of 30 hours per week for independent learning/engagement/activities 		<p>Similar to above except:</p> <ul style="list-style-type: none"> • Approx 50%-70% of each day working on computer
9 - 12	<p>Flexible Pathways Contract</p> <p>A “full-time” Flexible Pathways contract is a highly independent undertaking.</p> <ul style="list-style-type: none"> • An average of 25 hours per week of online instruction either synchronous or asynchronous • An average of 30 hours per week for learning/engagement/activities <p>Students in high school will meet with Pathways Coordinators and develop a plan based on proficiencies where they are seeking success. A student’s plan can include online courses from outside vendors, part-time access to college courses, community experiences, independent learning projects, etc. This is an opportunity for students to have a clear voice and choice in their education.</p> <p>They will also develop a weekly schedule with their Coordinator that includes regular</p>		<p>5-6 hours of engagement per school day and daily expectations.</p> <p>Academy students will not be able to access classes at either high school taught during the in person student day</p>

	contact with the Pathways Coordinator and reflects an individual student's need for structure and accountability..		
--	--	--	--

Students in grades K through 8 will be connected to their schools through Morning Meetings and/or Advisory Groups for relationship building and social emotional learning. They will also have access to similar supports through their online cohort as well. Students in grades 5 and 8 will participate in a Capstone Project as they would if they were participating in person instruction.

Teachers will establish office hours for students so they can be reached directly and get firsthand support. There will also be office hours for parents and guardians to guide and support them in their role as their learning partner. Students on IEPs will remain with their current case managers and services, service delivery and accommodations needed for support will be determined by the IEP team.

Families who select this option for their student, regardless of age, will need to identify an adult in the household who is primarily responsible for guiding their student through the online learning experience. Research shows that students do best during remote learning when they have strong support at home, ie parents, guardians or other home-based adults (see [USA Today](#)). This Learning Partner will work closely with the online Academy staff to be the support that their student needs to thrive as an independent learner by providing on-going encouragement, guidance, supervision and motivation for their student throughout the school year. CVSU will provide ongoing needs-based support and training for Learning Partners. Learning Partners can expect to work with their home-based students daily, depending on their age - the younger the students, the more hands-on support they will need. This can range from 5 hours for an elementary student to a short daily check in for a high school student and can vary depending on the student's needs. It is required that each student has an identified Learning Partner before choosing CVSU online Academy option. We believe that this kind of partnership is key to ensuring success for all learners. Parents and guardians struggling with the concept of a required learning partner should contact their building principal.

There will be a virtual learning agreement for students and teachers for what appropriate and inappropriate behavior looks like to ensure fidelity of learning and management of the "classroom". In the case of high school students on Pathways contracts, this is a highly independent undertaking and depending on the learners skill development, may need similar support from home as the elementary and middle school student.

Students opting for the CVSU Academy will have an opportunity to meet with teacher(s) when the staffing has been determined. Staffing is highly dependent on the number of students choosing this option, staff experience with online instruction and content expertise. It's important to know that Academy staff are ready and eager to work with families interested in this option.

For those of you who are interested, meals will be prepared on Tuesday and Thursday. Tuesday meal service will include meals for Tuesday and Wednesday. Thursday will include meals for Thursday, Friday and Monday. All meals must be picked up at the school. Meal delivery will not be available.

In closing, I want to say again how excited we are to be offering the CVSU Online Academy as an option for students enrolled in CVSU schools. In order to begin to make some of the important decisions with regard to staffing and daily schedules however, I need more information from you. If you would like to enroll your student in the CVSU Online Academy, please fill out the registration form (LINK) by 4PM on Thursday, August 27th. A remote learning experience is very different from a regular in person experience and is not a great fit for all students. Academy staff will want to work closely with parents to make the experience successful, but parents who register their students for the Online Academy and find it is not what they need, may withdraw their student and transfer them back to their sending school any time before Friday, October 9th. Unless there are extenuating circumstances, those who wish to continue with this learning option past Friday, October 9th will be committed to the academy until the end of the semester or trimester.