



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Lead Hill School District (0506000)

School Year 2021-2022

! New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:
LEA #: 0506000
Superintendent: Tami Richey
Email: trichey@leadhillschools.net
Phone: (870) 436-0506 Ext. 2
Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

The proposed waiver(s) will apply to the following schools:

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0506031 - Lead Hill Elementary School	All	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
0506032 - Lead Hill High School				CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in learning. Attendance in the virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course.</p> <p>The nature of digital learning gives students and their families some degree of control over time, place, path, and pace for learning. Student attendance for the Lead Hill School District will be based on daily login to a district-issued device. The digital teacher will continue to record attendance in eschool.</p> <p>If the district determines that all students will be learning remotely based on the AMI plan, attendance will be determined by the District AMI Plan.</p>
Class Size Number of students:	1-A.5	DESE Rules	6-17- 812(a)(2)	



Waiver Topic	Standard for Accreditation	Governing Class Size Division Rule: Teaching Load	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The DESE Rules Governing Distance and Digital Learning, Sec 6.07, state that distance learning courses, as defined in rule and considered "large group instruction" courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction.</p> <p>Current class size restrictions are in place for many reasons including classroom management, physical space limitations, and the ability to give students individualized attention. The nature of digital learning and virtual instruction remove some of those issues. Because virtual learning is primarily asynchronous, teachers can instruct more than the usual class size load of students. There isn't a limit to how many students can access the curriculum at one time; however, we believe virtual teachers should have no more than double the class size mandated by law in grades 7-12.</p> <p>Teachers in grades 7-12 who teach a mix of virtual and on-site classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned.</p> <p>No classes where students meet on-site will surpass the class size determined by DESE.</p> <p>K-6 digital classes will not exceed class size regulations. The Lead Hill School District is not requesting the class size waiver.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Teachers in grades 7-12 who teach a mix of virtual and on-site classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned.</p> <p>No classes where students meet on-site will surpass the teaching load rules as determined by DESE.</p> <p>No teaching load waiver is being requested by the Lead Hill School District.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace.</p> <p>Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Because virtual students have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.</p>
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The Lead Hill School District is requesting to waive the DESE rules governing physical activity standards for students in aa remote/digital setting.</p> <p>K-6 digital teachers will encourage students to engage in supervised, unstructured social time, free play, and vigorous activity scheduled as part of the day. However, given the nature of digital/online learning, it is not possible for teachers to ensure that this takes place.</p> <p>Students will be assigned lessons that support physical activities while learning asynchronously. However, it will not include synchronous supervision.</p>

Digital Model

Please complete the following application with responses describing the school and district digital programming.

Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



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 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 of the Science of Reading skills. For the remaining weeks of the semester, students will be required to attend scheduled daily phonics instructional groups, taught by an Arkansas certified teacher, 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. Throughout the rest of the semester instruction will take place 5 days a week



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Throughout the rest of the semester, instruction will take place 3 days a week, but depending on the grade level band, the amount of synchronous instruction varies. Lower grades will have more synchronous learning time than upper grades, to ensure Science of Reading skills are being mastered. 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. An Arkansas certified teacher will monitor student coursework and provide feedback and reteaching. The teacher 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 additional 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.

K-6 instruction will be taught in math and literacy blocks, with small groups as a portion of each block. These blocks will include independent math and reading time, and individual time with the teacher. Grades 5 and 6 will have synchronous interaction four days a week with one day reserved for small group support, intervention, and one on one support. K-4 will have synchronous instruction five days a week to ensure the mastery of the Science of Reading skills and math standards.

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 grades 7-8, interaction will be synchronous three days a week with two days a week reserved for small group support, intervention and one on one support. Grades 9-12 interaction will be synchronous at least two days a week with teacher options for live instruction, small group instruction, intervention, and one on one support the other three days of the week. 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 Arkansas certified 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 additional scheduled synchronous 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 campus to take all district required assessments which includes ACT Aspire and Star and any other state-



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assessments, which includes NET, 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.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

Virtual(online)/Remote(distance) learning will be delivered asynchronously for the Lead Hill School District. Instruction of content will include videos by teachers, regular practice, and formative assessments. Teachers will use Seesaw for grades K-2 and Google Classroom for grades 3-12 in the event that a student needs a reteach or additional intervention, synchronously. Teachers and students will also have access to one another via zoom or Google Meet or in person on the school campus.

Lead Hill School District is hiring two additional teachers to ensure students have immediate access when assistance is needed whether that be done asynchronously, synchronously, or face to face, if necessary.

For those high school courses in which we do not have teachers available, we will continue to utilize Virtual Arkansas as we have in the past.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

There will be teachers who will be dedicated to remote instruction and other teachers, particularly in high school, who will serve in a dual role. In grades K-6, there will be an instructor certified in those grade levels who will be the teacher of record providing instruction and the support needed. This teacher is an Arkansas certified teacher. Enrollment in grades kindergarten through sixth will be capped at staffing capacity for virtual learning. No elementary teachers will serve in a dual role. The K-6 teacher of record will be housed on the Lead Hill School District campus.

In grades 7-12, there will be at least one dedicated teacher who will be the teacher of record in the areas in which he/she is certified. For the remainder of the content areas not covered by that teacher, there will be other teachers on campus serving in the dual role. Enrollment in grades 7-12 will not exceed staffing capacity at any time. Teachers serving in the dual role will have one class period to provide the support needed. The teachers serving in the dual role will provide content created by them through Google Classroom, Google Meet/Zoom synchronously and asynchronously and in-person if needed. These teachers will all be housed at the Lead Hill School District campus.



Describe the expectation for teacher instruction, interaction, and frequency with virtual students.

Teachers will be assigned specifically to virtual school, with the exception of courses that are only offered through Virtual Arkansas (relating specifically to high school).

Virtual teachers are expected to interact with their virtual students for the purpose of instruction on a daily basis. Teachers will engage with their students synchronously and asynchronously. They will provide support through recorded lessons, projects, small group instruction, and intervention sessions. Through daily check-ins and weekly check-ins, the teacher of record will monitor student progress, attendance, and engagement and make recommendations for student interventions, including knowing when synchronous instruction is needed.

For students in kindergarten through fourth grade, the teacher will conduct weekly check-ins with each student to discuss progress and provide daily instruction as well as small group intervention. In addition, teachers in grades k-2 will hold required daily synchronous phonics/early literacy lessons.

For grades 5-12, the teacher of record will be assigned to support the student with their online education.

These supports would include monitoring student progress, attendance, and engagement and making recommendations for student intervention, when needed.

Teachers will provide frequent achievement feedback to parents and students. These communications and feedback will look differently at different grade levels, however, at any level these communications should be no less than 2 to 3 times per week, with K-2 being daily. Adjustment in asynchronous to synchronous learning will be at the teacher's discretion.



If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The class size waiver is not 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 25/1 ratio.

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.

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?



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The teaching load waiver is not requested for the Lead Hill virtual learning program. We will plan to have a teacher of record only teaching students in one role at a time (remote/virtual or in-person), unless high school courses require a dual role. Teachers will be provided an LMS with digital coursework. Support will come from administration, curriculum specialist, and classroom teachers. LMS training will be provided prior to the beginning of the school year. On-going, job-imbedded professional development will be provided during bi-monthly PLCs, including support from the local Coop content specialists.

Teachers will be assigned exclusively to online students except in advanced instructional situations and some elective classes (this applies almost exclusively to high school students). The teacher's role is to support the student with their online education in the Lead Hill online learning program. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary.

The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to internet or who are experiencing unstable internet connectivity.

District and building leadership facilitate PLCs that will take place bi-monthly. These meetings are designed to facilitate professional learning activities related to teachers' specific job responsibilities and how that relates to the virtual learning setting.

Technology / Platforms



Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)

K-2 grades will use primarily SeeSaw for parent interaction and communication. K-12 grades will use Edgenuity, Google Classroom and Zoom.

Teachers will enter attendance and grades in eSchool. Families will have access to their children's grades via the Home Access Center (HAC).

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.

Digital content-

*Seesaw (K-2) for synchronous and asynchronous content reinforcement and intervention

*Google Classroom (3-12)

*Edgenuity (K-12) for asynchronous delivery

*Screencastify (K-12) for content communication and delivery, used predominantly for intervention and re-teach

Parent and student videos are provided to support students. Teachers have PD and PLCs to learn about new platforms and content tools. Principals, Curriculum Director, and Learning Loss Coach are available to provide one-on-one teacher support. PD will be provided before the start of school and through bi-monthly PLCs. Teachers will be provided 250 minutes of planning time per week.

What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

Zoom and Google Meet video communication are used to facilitate live communication between two or more participants. All district-issued devices have web cameras for video communication and will have Zoom pre-loaded on them.

Teachers use Zoom and Google Meet Breakout Rooms during synchronous teaching times to foster a deeper level of connection and communication for and with virtual students in a smaller setting.



Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

The district will provide students with a district-issued Chromebook and charger. Families with little or no connectivity will be provided a mobile hot spot.

Students and families may contact the District Technology Department during regular school hours for technological assistance.

Drive-up wifi is available in every school building parking lot of the district between the hours of 6:00 a.m. and 10:00 p.m. Students and families may access it at any time, during hours. Use of all district devices is monitored by the Go Guardian filter to meet the provisions outlined in the Children's Information Protection Act.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.



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To ensure that families are prepared for learning from home, the Lead Hill virtual learning program will require every student and parent/guardian attend an on-site orientation prior to the first day of instruction. During this event, parent/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system, review and sign student and parent contracts, and learn strategies for success in the virtual learning program. Support for the families will continue throughout the school year and in the form of weekly virtual program updates via Zoom/Google Meet, including grade reporting, strategies for monitoring student progress, and important academic and social/emotional milestones at each grade level. These on-going family events will allow virtual program staff a connection to monitor the wellbeing of students. Each event will be recorded and available to families who may be unable to attend the live event. Parents who are unable to report to orientation will be given the opportunity to complete the session asynchronously.

During the first week of school, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family. These surveys will be conducted at the end of the first semester and at the end of the school year. This will provide important data to ensure that current programming is meeting the needs of students and their families. Survey results will also be used as part of the yearly program evaluation to determine overall effectiveness of the virtual learning program.

Each building will maintain a team that will intervene when students and/or families are struggling with non-academic factors. If food insecurity or physical or mental health issues are detected, the student or family will be paired with a team member. Our goal is to support the whole child.

The Lead Hill School District will offer breakfast and lunch pickup for virtual students needing access to food. Students in grades K-6 will participate in weekly check-ins to allow for teachers to monitor for wellness and safety of all elementary students in the program. The 7-12 teacher for the Lead Hill Digital Learning program will also serve as an advisory/mentor for students and families. This will allow the teacher to be in the position to monitor student progress, attendance, and engagement. Each one of these areas is linked to a student's well-being when learning at home. The teacher could make recommendations for intervention in any area of wellness and safety they deemed necessary, including counseling or mental health therapy.



Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.

The Lead Hill School District intends to ensure student success by placing each and every one in a learning management system that best suits their needs. Developing and maintaining digital learning checkpoints, we feel, will help ensure student/teacher accountability and student success.

Weekly progress monitoring will take place utilizing reports from the LMS and attendance records from the virtual classroom teacher. Teachers will provide intervention for students not showing progress. These checks for success will take place weekly at the beginning of the semester. If progress is not being made or student attendance drops then the checks for success will increase to 2 to three times per week. If interventions are not successful, students will be referred to a campus intervention team. Interventions may include but are not limited to daily digital or on-site check in meetings with the teacher for more frequent individual or small group support, parent and student meetings with campus administration, or a transition to face to face instruction if a C average is not maintained after interventions have been implemented.

The district will maintain a team to support students and families who do not show improvement after working with the campus teams.



Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.

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.

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.

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-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.



Describe the district or school's formative assessment plan to support student learning.

Instructional decisions will be made using multiple data points, including assessment results (both formative and summative), classwork, and student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years.

Students will be assigned weekly assignments and/or assessments. These will be used to assess if a student is in need support. Additionally, STAR, ACT Aspire, and various other literacy assessments will be given at the beginning, middle, and end of the year to determine if a student is in need of learning support or is showing expected growth. Assessment data will be compared to student work and assignment progress to ensure the validity of assessment data. This clarification of will assist teachers in proper intervention or enrichment needs for each student.

Virtual teachers will monitor student progress weekly in order to ensure students are meeting academic goals and targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls, or video communication methods each week if adequate progress is not achieved.

Formative assessments may be PLC generated or included in content management systems. Teachers will analyze results from common formative assessments (CFA) to monitor student mastery of grade level content standards and determine instructional steps to be taken next.

Describe how dyslexia screening and services will be provided to digital learning students.



The Lead Hill School District is committed to ensuring that all students who have been identified as having the characteristics of dyslexia will continue to receive intervention services that meet their needs.

Screening will take place in grades K-2 three times per year on-site. Dyslexia services and progress monitoring will be provided remotely utilizing the intervention specialist and staff. Staffing ratios for intervention services will be based on program standards and time will be scheduled in the day for providing virtual services proportional to student enrollment.

Teachers or reading interventionists will administer Level I screeners to digital learning students in grades 3-12 onsite, if at all possible. Level I screening assessments must include the following components: phonological and phonemic awareness; sound-symbol recognition; alphabet knowledge; decoding skills; rapid naming; and encoding skills. For older students, grade 7 and above, using standardized assessments, such as ACT and ACT Aspire, allows a comparison of the student's performance on the individual components to other students of the same age and grade.

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify characteristics of dyslexia. The Lead Hill School District uses the following Level II screeners for this purpose: CTOPP-2; WRMT-III; WIST; OWLS; TOWRE. Level II screeners will be administered to digital learning students by a dyslexia interventionist on site, if at all possible. Because rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect a student's performance, virtual screenings, conducted via Zoom/Google Meet are available if absolutely necessary.

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.

The Lead Hill School District will ensure requirements of the dyslexia law will be 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.



Describe how Gifted and Talented supports and services will be provided to digital learning students.

The Lead Hill School District will ensure requirements of G/T will be followed for onsite and remote learners. The G/T Coordinator, Morgan Hester, will oversee this to ensure equity for all G/T students.

All second grade virtual students will complete the district universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place on-site, or remotely when necessary and will be scheduled individually through the district G/T coordinator.

G/T services will be provided remotely utilizing G/T staff and the LMS. Staffing ratios for G/T services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

The G/T teacher will also give enrichment opportunities to all students at the K-2 level, and will be done virtually through the Seesaw LMS. This will be in the form of virtual extension opportunities and activities that students find of interest and that they would have received in a traditional setting and be no less than 30 minutes weekly.



Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.

The Lead Hill School District will ensure requirements of ESL will be followed for onsite and remote learners, including all decisions made by the LPAC. Our ESL Coordinator, Terrie Register, will oversee this to ensure equity for all ESL students.

Program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for the ELPA 21. Staffing ratios for ESL services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.

Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.

Special Education services will be provided based on rules and regulations. Every digital learning student with an IEP will be assigned an Arkansas certified special education teacher in addition to his or her general education teacher. The special education teacher will be available to assist the general education teacher with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The special education teacher will provide direct instruction to the digital learning student in accordance with the student's IEP. The special education teacher, a general education teacher and the parent/guardian will meet together in person or via Zoom/Google Meet at least once each year for the IEP meeting. At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals. Referral and Initial Placement conferences will be conducted on-site or via Zoom/Google Meet. Also, student evaluations will be conducted on-site due to validity requirements.

Special Education services and supports will be determined by the student's IEP Committee. This committee will determine the method of delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

Edgenuity has a digital platform supported by instructional videos. Also, Screencastify is used by teachers to provide instruction and it is used by students to record their learning. Newsela is used by teachers to allow reading levels to be adjusted for students without the loss of content/standards. Jamboard and Padlet can be utilized to assess student learning and for students to self-assess.

Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.

The district has a site license for Edgenuity that includes coursework for all core and elective courses offered in the virtual program. Teachers in the virtual learning program will receive initial pre-service training, updated training one day in the fall, and again in the spring as well as additional training if any problem or question arises. Training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom.

Virtual teachers will receive additional instructional support through the PLC process led by each building or grade band area. During the summer of 2021, lessons will be reviewed and assessed for consistency. Virtual teachers will play an active role in the design and work in collaborative communities to ensure grade level standards are being met and instructional strategies are effective.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Virtual teachers will be scheduled for 225 minutes of planning time per week, which is equivalent to district face to face staff. The district LMS will include digital content to reduce the need for teacher-created materials. Teachers will be able to use planning time for reviewing course materials and monitoring student progress. Virtual teachers will also have a bi-monthly PLC to collaborate on student engagement and support as well as student progress.

Digital learners will use Edgenuity that is assigned to a teacher of record. The digital student will work asynchronously through the materials. Digital learning will involve teachers facilitating student access to assignments and quizzes. Teachers will also be required to respond to student emails to provide content help when needed. Teachers may create lessons that are loaded into their CMS for digital learners. These lessons also include instructional support. These lessons can be created during teacher plan times. Many lessons are already created and available.

District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

All Lead Hill School District students have a district-issued Chromebook to be used to complete any work in any of our learning models including digital/virtual learning. Funds have been invested in building the infrastructure necessary to accommodate the district devices.

Each student in the district is assigned a device for their use during the school year. Devices contain various applications and materials that are pertinent to their grade level and content areas. Every student is assigned a student identification number and an email address. Students regularly communicate with one another and their teacher(s) through their school-assigned email account.

Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with the district/building student intervention teams.



All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

All virtual learning students will be required to participate in state-mandated assessments. For the 2021-2022 school year, assessments will be required to be administered on-site and the expectation is that all students will test on-site.

Testing dates and requirements will be posted on the district website. Parents will be notified of on-site testing requirements during student enrollment and registration. Other means of communication to be utilized the keep students and parents informed about testing dates and requirements are social media, email, and the district automated calling system. Student/family refusal to test on-site may result in being denied enrollment in the digital learning program.

Students will test on-site, per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the district testing coordinator. Digital learning students will test as a cohort and may test at the same time as on-site students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Student assessment schedules will be communicated in advance, to give families time to plan.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.



The Lead Hill School District will measure the effectiveness of the virtual/digital learning plan by analyzing a variety of data sets, including student attendance, engagement levels, and achievement as evidenced by formative and summative assessments such as ACT Aspire, ACT, and STAR.

Parent, student and teacher surveys will be conducted at the end of every quarter to gather information about platform navigation, student and family needs, what is going well with the program, what needs improvement, etc. Administrators will also use data and feedback collected from teacher professional development and PLC meetings held two times a month to monitor program implementation effectiveness.

A committee to include administrators, teachers, and counselors will monitor grades for anyone falling below a C average, at the end of every week, and the next steps to be taken to monitor progress. Meeting standards and graduation requirements is the goal and a non-negotiable to be qualified to remain in the digital learning environment.

District and building administrators will conduct formal and informal observations, taking note of teacher instructional practices, based on TESS, PGP, and Science of Reading requirements.

Building administrators and digital learning teachers of record will meet no less than twice a month to work toward improving student outcomes across the district.

Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)



Family feedback and input is a key component in the Lead Hill School District Digital Learning Plan. Throughout the 2020-2021 school year parent input and opinions were a driving factor in development and adjustment of the plan.

Teachers will provide parents with strategies to support students through productive struggle during the learning process, and parents are encouraged to communicate with the teacher throughout this process. Parents will have access to the parent portal of the LMS to monitor their student's progress, and a parent orientation will address key strategies for engagement.

From the district, videos about the district CMS will be available for families to review key tools to the platform. Also, the district will provide all students with devices and provide connectivity as needed. The Lead Hill District will ensure equity for all students by following the simple protocol of digital learning teacher requesting technology from the technology team. The technology team distributes the device to the teacher and the teacher gets the appropriate equipment to the parent and student. This allows for a crumb trail to be kept on every device and piece of equipment. This process is the same for connectivity equipment.

Teachers will have learning activities that involve families and require participation, at least two times a quarter. Ongoing support will be available via email, virtual meetings, or text as needed to support student learning.

Parents may be asked to participate in face to face meetings or virtual meetings. These meetings can range from student conferences and check-in meetings to 504 or IEP meetings and student contingency plans. Parents will be required to bring their student/s in for the required assessments.

Provide the URL to evidence of the local school board's approval of the waiver request(s).

<https://bit.ly/3fYxQTg>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).

<https://bit.ly/3j6WZOJ>

Policies



Please provide a link (URL) to the attendance policy for digital learning students.

<https://bit.ly/3fMJyQE>

Please provide a link (URL) to the discipline policy for digital learning students.

<https://bit.ly/3fMJyQE>

Please provide a link (URL) to the grading policy for digital learning students.

<https://bit.ly/3fMJyQE>

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