Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Brookland School District (1603000)

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 #:	1603000
Superintendent:	Keith Mc Daniel
Email:	kmcdaniel@bpsbearcats.com
Phone:	(870) 932-2080 Ext. 6527
Duration Requested (not to exceed five years):	2 Years (School year 2021-2022 to 2023-2024)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1603006 - Brookland Elementary School 1603007 - Brookland High School 1603009 - Brookland Middle School 1603010 - Brookland Junior High School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS

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)	Attendance for virtual students will differ from those on campus in that the completion of coursework and LMS log in times will be used to determine attendance.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Not requested at this time due to current online enrollment numbers as there are less than 30 students district-wide.
Teaching Load Number of students: 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.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Not requested at this time due to current online enrollment numbers as there are less than 30 students district-wide.

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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Online students will be working in a mostly asynchronous learning environment that allows them to access and complete coursework independently within the framework of the course teacher. Some students may work quicker or slower than others.
Clock Hours	1-A.2			Online students will be working in a mostly asynchronous learning environment that allows them to access and complete coursework independently within the framework of the course teacher. Some students may be able work complete course requirements quicker than others.
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)	Online students will complete coursework remotely from home or other places off campus. District schools will not be able to schedule set recess times and fully monitor this in an online environment.

LEA INSIGHTS

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.

BPS will contract with Edgenuity to provide the teachers, content, and curriculum for all general education courses for students who choose online learning for the 2021-22 school year. Students will access the Edgenuity platform regularly each week to access content, turn in assignments, and communicate with their teachers. Students will have access to course content through videos, reading, online discussions and other avenues through the Edgenuity LMS platform in an asynchronous environment. Students will be expected to keep pace with the course and respond in a timely manner in submitting coursework by assigned due dates and returning communication. Edgenuity teachers and tutors will be available during designated times to assist students and parents as needed.

Blended/hybrid learning environments will be offered for some courses and in certain situations where it is most appropriate. CTE and GT courses as well as related services are examples of situations where a blended environment may be needed to meet the requirements of the course and to best serve the student.

For online students with IEPs, BPS will provide the teachers and the content for courses that have service minutes. Synchronous instruction and learning will take place during some of these times to assist students and to properly meet their IEP needs and goals. Utilizing Canvas and Google Classroom, BPS teachers will post appropriate content for these students. Students will be expected to access these LMS platforms on a regular basis each week and complete and submit work in a timely manner. The teacher will offer communication avenues through Canvas, Zoom, email, and other means to meet the needs of the student.

Direct instruction sessions are all scheduled using the teacher's provided calendar inside of the Edgenuity LMS system. This schedules dates and times for synchronous, face-to-face online instruction to take place multiple times each week. For literacy, an approved science of reading(SoR) program will be used for K-6 students. K-2 students will receive SoR instruction on a daily basis. Students will be required to attend each session as part of their coursework. Students will be taught using the approved literacy program offered by Edgenuity (http://bit.ly/EdgenuitySORDoc).

BPS teachers, trained in the SoR, will follow the grade level curriculum and pacing engaging students through the Canvas LMS as well as direct instruction through Zoom multiple times a week. K-2 students will receive SOR instruction on a daily basis. Students will be required to attend each session as part of their coursework.
K-2 students will be taught the curriculum following the BPS Elementary Literacy Plan (http://bit.ly/BPSK2LitPLan). 3-6 students will be taught the curriculum following the BPS Middle School Literacy Plan (http://bit.ly/BPS36LitPlan).

K-2 small groups are also all scheduled using the teacher's provided calendar inside of the Edgenuity LMS system. Once scheduled on a routine basis

inside of the Edgenuity LMS system. Once scheduled on a routine basis, teachers will provide appropriate small group instruction for students to meet their individual needs using evidenced-based instructional practices.

BPS teachers will schedule small group sessions for K-2 students through Zoom at least three times a week. Implementing evidenced-based instructional practices, teachers will work with students to provided individualized instruction and support.

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.	BPS will use Edgenuity to provide a virtual/remote learning environment for students who qualify for online instruction. BPS will provide each student with a Chromebook with the appropriate software needed to access the LMS platform along with any other needed programs. For those students with limited or no internet access, hotspots will be available. For certain CTE, Fine Art, and elective courses, a blended learning environment may be offered when it is appropriate. This will be based on the student's need as well as the requirements of the coursework.

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.	Online teachers provided by Edgenuity for general education courses will be dedicated to online remote instruction. For grades K-6, BPS teachers who will serve students with IEPs will be solely dedicated to online remote instruction. For grades 7-12, BPS teachers who will serve students with IEPs will have designated times/periods dedicated to online remote instruction.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	All teachers providing online instruction will post appropriate coursework that align with Arkansas state standards for each content area. Course and content pacing will be grade and level appropriate. Online teachers will be available throughout the week at designated times for online students and parents for conferences and academic assistance. Communication can be done through the LMS platforms, Google Classroom, Zoom, email, and other available avenues. Parent conferences can also be held as requested. Teachers will be expected to utilize the resources offered through the DESE Digital Learning Webpage, including the Content Resources for Digital Learning as they prepare online content and interact with students online. Team Digital will also be available for consultations and review as needed.
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?	It is not anticipated that class size waivers will be needed. In the event the waiver is needed for a BPS teacher with IEP students, classroom paraprofessionals will be utilized to provide the proper support needed for the teacher and students. The district LEA will monitor the teachers and student progress to provide any additional supports as needed.
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?	It is not anticipated that waivers for teaching loads will be needed at this time.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	For general education courses, the Edgenuity online LMS will be used to deliver content. For students with IEPs receiving instruction from BPS teachers, Canvas and Google Classroom will be used.
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.	Teachers will be expected to utilize the resources offered through the DESE Digital Learning Webpage, including the Content Resources for Digital Learning as they prepare online content and interact with students online. Teacher-created content that aligns with the Arkansas content standards will be available to all online students. Teachers will be able to use content previously created during prior school year. Professional development opportunities offered through the Crowley's RIdge Educational Co-op(CREC) as well as DESE will be promoted to the online teachers to further their knowledge and understanding of online learning and course content. For teachers using Canvas, the Canvas training modules as well as their 24/7 support team will be made available. Curriculums that have online components, such as Wonders(3-6), Big Ideas Math(3-12), and Discovery Ed Science, will have continued training and support both through the companies as well as from the district.
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.	The Edgenuity LMS and Canvas both have integrated video conferencing capabilities for teachers, parents, and students to utilize. Zoom and Google Meet are also available and may be used when necessary.
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.	Chromebooks will be issued to every student to ensure they have the needed programs and access to a device. For internet access, if a student does not have a reliable internet connection at the location where they plan to do their school work, a school-issued hotspot can be provided to ensure a proper internet connection.

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.

Each school in the district has a Building Leadership Team(BLT). This team, made up of teachers, staff, and administrators, will be responsible to monitor and communicate with those students who are participating in remote learning through Edgenuity. An online facilitator will be designated to monitor student activity and assist as needed.

Edgenuity teachers will communicate with the BPS building online facilitator and building principal through email and/or phone calls if a need or concern arises about a student. The BLT and building online facilitator will reach out to check on the safety and wellbeing of those online students and offer any assistance on a weekly basis. The facilitator will make contact with a student and their family at least once a week.

An identified student in need of assistance will be referred to the appropriate person to assist in meeting their deficit. The district will employ the district security director, SROs, counselors, and building administrators to make home visits to check on students, deliver food or other supplies, and provide in-person support as needed. Students who are on free or reduced meal plans will be allowed to pick up their meals each week. For those who are unable to pick up their meals or other food items, the district will make arrangements for them to be delivered as needed.

Families will also be given information on other supports and services available to them. This will be done at orientation meeting along with reminders each month through emails, calls, and text messages. This includes our on-site mental health services offered by Families Inc., free and reduced food and meal options, as well as physical and occupational therapies.

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.

Each school in the district has a Building Leadership Team(BLT). This team, made up of teachers, staff, and administrators, will be responsible to monitor and communicate with those students who are participating in remote learning through Edgenuity. This also includes reviewing academic progress and communicating with Edgenuity teachers on a regular basis. In the event that a student is struggling, the team will review the situation so that the best steps may be taken to remedy the situation. This could include conferencing with the parent to offer tips and strategies at home, offering RtI services either remotely or in person, or, if the situation calls for it, making a recommendation that the student return to on-campus learning.

The district will also designate a trained online facilitator who is able to navigate both Canvas and the Edgenuity platforms to monitor student work and progress. This person will also routinely make contact with online students and families to encourage engagement as well as offer support, coaching, and strategies to promote engagement.

Additional family webinars may be held throughout the school year to engage families as well as provide information, strategies, and techniques to help online students be successful.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	Students will follow their school's RtI model and protocols. While options may vary based on the building, grade, and need, struggling students will undergo a proper review process by the building RtI team to determine what is best for the student. Tier 2 and 3 interventions and progress monitoring shall be offered through Zoom sessions or in person. Intervention sessions will take place multiple times a week based on the needs of the student and recommendation of the RtI team. Grade level teachers and trained interventionists will provide the intervention sessions. Edgenuity teacher will schedule weekly 1:1 interventions with students as needed through their LMS system to provided evidenced-based interventions. The teachers and grade level interventionists that provide the interventions will be properly trained to deliver a range of services utilizing the CREC and the DESE Digital Learning website. On-campus staff and other content teachers can also be made available for academic support and tutoring.
Describe the district or school's formative assessment plan to support student learning.	Online students will be expected to participate in building and district formative assessments. For grades K-2, the Istation ISIP is administered on the monthly basis to track student progress and to alert teams to any academic issues. For grades 3-8, the NWEA assessment will be given three times during the school year. Online students will be given the option to take it remotely or come to campus to participate in these assessments.

Describe how dyslexia screening and services will be provided to digital learning students.	The BPS district dyslexia specialist will arrange for any online K-2 student to be properly screened according to state law. This may be done remotely or in person. For other online students, the dyslexia specialist will also arrange any screenings or assessments that may be needed. The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

In providing dyslexia services to those online students who may need it, the dyslexia specialist and building interventionists will provide these services through Zoom or in person, depending on the need and availability of the student. |
| Describe how Gifted and Talented supports and services will be provided to digital learning students. | The GT teachers will provide services and support through Canvas and Google Classroom. K-2 students will receive the offered virtual enrichment courses and activities throughout the school year. Students in grades 3-6 will also be able to attend virtual enrichment courses and participate in various GT activities. For students in grades 7-12, GT services will be rendered through advanced courses such as AP and accelerated classes. The GT teacher will schedule virtual meetings every week that students can attend for additional support and information. When available, students will be able to participate in on-campus activities and events in a blended learning environment. GT teachers will consult with the CREC specialists as well as DESE on the best models and practices to best meet the needs of these students. The GT teachers at each building will be available for students and parents to communicate with them via email or phone call each school day. All requirements from GT Program Approval Standards will be met for the K-12 gifted program for remote learners. |

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

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. Canvas, Google Classroom, and Zoom will be used to provide services for students who are online learners. ELPA21 screeners will be scheduled by the counselors of each building at the beginning of the school year. These can be done on-site or virtually based on the need and availability of the student and parents.

ELL services will be conducted online or in-person, based on the need and availability of the student. Accommodations for coursework will be provided by BPS and/or Edgenuity teachers as appropriate for the student. The BPS online facilitator as well as the district ELL coordinator will check to see that LPAC requirements are being met both in Edgenuity as well as through BPS course offerings and supports. Our district ESL coordinator will also consult with CREC and DESE specialists on how to best serve these students and to review our current practices. Additional training and professional development will be provided for staff members serving this subgroup.

Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.
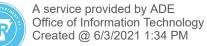
Any accommodations/modifications determined to be needed for access will be considered by the IEP committee and provided by the district. For online students with IEPs with special education services, BPS will provide the teachers and the content for courses that have service minutes. BPS teachers will offer synchronous learning to meet the required service minutes. Occasionally asynchronous learning opportunities may be used to extend the students' learning such as independent work and assignments are targeted skills and goals.. Utilizing Canvas and Google Classroom, BPS teachers will post appropriate content for these students. Students will be expected to access these LMS platforms on a regular basis each week and complete and submit work in a timely manner.

The teacher will offer communication avenues through Canvas, Zoom, email, and other means to meet the needs of the student. Teachers will meet and communicate with students on a weekly, if not a daily basis, to cover course content, work on assignments and activities, and address other services specified in their IEPs. Teachers will set up specific times and methods to be available for synchronous instruction and support as well as post other information for students and parents.

Special education students who are in general education courses will be provided with appropriate accommodations through the Edgenuity course. These students will be monitored by an on-campus special education teacher to ensure their needs are properly met as well as offer additional support. These students may also participate in a "study skills" course with a BPS teacher to provide further support and oversight.

 Evaluations and conferences can be done in-person or virtually as needed following all applicable rules, processes, and laws. Some evaluations may need to be conducted in-person and will be addressed on a case-by-case scenario. Edgenuity teachers will provide student reports and feedback for IEP students as requested. BPS teachers and staff will continue their involvement in the evaluation process and conferences as well by attending the meetings and providing any needed documentation and feedback.

Related services, such as speech, PT, and OT, will be offered on-site in a designated space for online learners. This designated space allows online learners to receive their services without intermingling with other on-campus students. Parents also have the choice to take their child to the contracted clinics' home office to receive their services there.

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.

Common available accommodations for students who are online learners include extra time, reduced answer choices, and shortened assignments. Google Read & Write is an app purchased by the district that allows for text-to-speech as well as speech-to-text along with other features such as screen highlighters and masking. Students who may need specialized equipment, enlarged texts, or other items or accommodations that cannot be digitally delivered can make arrangements to have these items "loaned" to them by the district.

Teacher Supports

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

BPS teachers who are providing online learning for remote students will be provided with LMS training opportunities as well as updated training and professional development on digital learning and content. While we do not anticipate the student loads being above the threshold, teachers with larger online classes will have reduced or not on-site students to balance the teaching and grading load. The building online facilitator will also be available to assist with instructional student support as well as helping communicate with students and families.

Online teachers will also utilize professional development opportunities from the CREC and DESE. The DESE Digital Learning website as well as consulting with Team Digital. Teachers will also be afforded additional work and preparation days as needed. Teachers will have the opportunity to further their understanding and effectiveness in using online tools and platforms as well as how to properly engage students through enriching and effective online instruction and content.

The district curriculum director and LEA of special education will also be available to provide additional training and supports for online teachers.

During the school year, administrators will follow up on any needed professional development and/or work days that may be needed to support and sustain digital teachers.

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?

BPS teachers will have dedicated class time each day for each subject area they are teaching plus a traditional "planning period". Planning periods for online teachers will consist of an uninterrupted 45 minutes time period with no students or duties for them to plan, grade, or carry out any needed instructional duty for the courses that they teach.

For those teachers who will have online and in-class students, at no time will they be expected to teach both groups during the same time period in a school day. The CREC and Team Digital as well as DESE resources will be used to provide additional support teachers to develop and plan for their courses. As needed, additional time can be granted for teachers to plan and develop instructional plans and units as well as receive support from the CREC or Team Digital.

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 BPS students, regardless of their status, will have the opportunity to apply for the BPS online school. While an application and review process will be used to determine if online learning is a good fit for a student, uncontrollable factors such as poverty, homelessness, migrant, foster care, and military connected families will not be used to make a determination. Students with medical conditions will be prioritized in the process and the remaining spots will be based on a first come, first served basis. For any accepted student who has mitigating circumstances, proper arrangements will be made to meet or overcome any needs or obstacles created by their status.
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.	The BPS Online School Handbook outlines the expectations that students will take the state assessment on campus. Parents will also be notified of this requirement during the application process as well as at orientation. As the assessment dates approach, the building test coordinators will communicate with online families to make proper arrangements for them to come to campus to be assessed. If a student misses their initial testing date, alternative "make-up dates" will be offered. For parents and/or students who do not follow through to meet the onsite expectations for statewide testing or refuse to participate, online learning may not be offered as an option for them the following year.

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 BPS Online School Handbook outlines the expectations that students will participate in district and building screeners and formative assessments throughout the school year. This data, along with monitoring online grades and coursework submissions, BLTs will be able to monitor student progress and achievement throughout the school year. As part of the BPS partnership with Edgenuity, the BLTs for each building will be provided with the scope and sequence of students learning so that it is ensured that proper progress and instruction is taking place. Online student grades and formative assessment data will be used to determine if adequate growth is taking place throughout the school year. The BLTs and the district leadership team will review this data along with our current practices and supports and make any necessary adjustments and modifications. Also, as part of the evaluation process, family surveys will be conducted to get feedback from the students and parents.This data will be used to determine which supports and communication strategies are most effective and in what areas we can work to improve.
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)	Families of online students will be required to participate in an orientation prior to the start of the school year. This will further inform them on expectations for the school year as well as tutorials on how to use the LMS platforms, communicate with teachers, and where and how to find assistance. Through Edgenuity, not only will there be course teachers available, but there will also be live tutors and family support facilitators who can engage with students and families to support their various needs. Family "meeting" webinars will also be done throughout the school year to refresh parents and student on the expectations.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/1mMLLuyA7m78i0SIrKwKPEaZAhuvS9KlD/view?
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/spreadsheets/d/1-60n50pCdNnUrdjC2No71HNR8_LU9!

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	Page 4	https://docs.google.com/document/d/1n7vo-YkLQqwsE2bSbg6PxZiAFm
Please provide a link (URL) to the discipline policy for digital learning students.	Page 3	https://docs.google.com/document/d/1n7vo-YkLQqwsE2bSbg6PxZiAFm
Please provide a link (URL) to the grading policy for digital learning students.	Page 4	https://docs.google.com/document/d/1n7vo-YkLQqwsE2bSbg6PxZiAFmI

⌃ Back to Top