Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Alma School District (1701000)

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 #:	1701000
Superintendent:	David Woolly
Email:	dwoolly@almasd.net
Phone:	(479) 632-4791
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1701002 - Alma High School 1701001 - Alma Intermediate School 1701003 - Alma Middle School 1701004 - Alma Primary School	Grades K-5 - Language, Reading, mathematics, social studies, science, music, art, and physical education Grades 6-8 - Language Skills, Language Arts, Math, Science, Social Studies, Career Development, Grade 8 Algebra I, Keycode Grades 9-12: English, Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Civics, World History, US History	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS 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.
				Yes, Alma School District is applying for this waiver. Virtual student attendance will be monitored and entered by the Virtual teacher and/or facilitator at each campus through CHALK gradebooks. Daily uploads from CHALK to eSchool are conducted in each school office. The uploads from CHALK into eSchool will keep the same attendance process in place as that for on-campus learners. Monitoring of student attendance and engagement are built into the virtual students mode of learning through multiple means of communication and daily learning expectations. Virtual student attendance is not measured by "seat time", but through engagement, completion of projects and measures of student learning. Progress monitoring measures will also validate student attendance and attention to learning expectations. Students who are enrolled in K-5 are expected to access, attend, and interact with the online content on a daily basis and participate in the interactive sessions.

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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Yes, Alma School District is applying for this waiver. Class size in a virtual classroom may exceed the normal class size range in grades 5-12. In the event the number is greater than 30, administrators may determine to add another section or classroom to a different/additional teacher.
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	No, Alma School District is not applying for this waiver.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	

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.
				Yes, Alma School District is applying for this waiver. Virtual students will be expected to attend to both asynchronous and synchronous learning time. 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 120 hours of seat time or clock hours per credit may not be needed to master the content course standards. The Teacher of Record will determine the necessary schedule including frequent breaks, Google Meets requirements, student engagement and communication. Synchronous learning activities will require less than the typical 6 hour instructional day. Additionally, asynchronous learning may be accessed outside the typical 8:00 - 3:30 school day.

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			Yes, Alma School District is applying for this waiver. 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 120 hours of seat time or clock hours per credit may not be needed to master the content course standards. Synchronous learning activities will require less than the typical 6 hour instructional day. Additionally, asynchronous learning may be accessed outside the typical 8:00 - 3:30 school day. It is most desirable for students to be scheduled in chunks of time between 30-45 minutes of instruction and engagement per subject, with subjects rotating between several days of the week.

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.
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)	No, Alma School District is not applying for this waiver. Requirements such as vision, hearing, BMI, scoliosis or other screenings are available and will be conducted at school. Physical activity and nutrition standards will be embedded in the curriculum of classes as is appropriate. Students will have scheduled time in learning expectations for frequent physical and mental breaks, exercise, breakfast, lunch, etc. Students will also have an opportunity to pick up breakfast and lunch at a school building.

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.

The goal of the K-5 Alma Virtual Learning Program is to provide a flexible and supportive learning option for families and students who need an equitable alternative to the on-site school experience. The Alma Virtual Learning curriculum is a challenging program that provides students with a variety of learning options. Curriculum is facilitated by certified Alma teachers utilizing approved core courses, as well as district instructional resources. The district learning management system (Google Classroom and Edgenuity) will include digital coursework, live-streaming meetings, and computer-based platforms. Students attend school online and work with Alma teachers to complete learning activities, both synchronously and asynchronously, that mirrors the same standards, and concepts as students in on-site classrooms. In grades Kindergarten - grade five, students will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to promote student engagement and maximize student learning. Students will be assigned to a series of up to four daily small group meetings that will last 20-30 minutes each. Students will also be assigned asynchronous learning tasks to be completed when not meeting in small groups. The students in grades K-5 will attend daily literacy and math instructional groups. For the remaining weeks of the semester, students will be required to maintain pace in the core curriculum and to attend daily check-ins with the teacher. Teachers will monitor student coursework and provide feedback and reteaching. Teachers will be available with open virtual meetings or "office hours" following the daily schedule. Students not making adequate progress in their coursework, as determined by their mastery of essential skills and learning targets, will be referred to the Student Assistance Team.

(Grades 6-12)The goal of the Alma Virtual Learning Program is to provide a flexible and supportive learning option for families and students who need an equitable alternative to the on-site school experience. Curriculum is supervised by Alma facilitators utilizing accredited or approved core courses, as well as district instructional resources. The district learning management system (Google Classroom) will include digital coursework and computer-based platforms. Students attend school online and work with Alma staff to complete learning activities, both teacher guided and independently, that mirrors the same standards, concepts, and graduation requirements as students in on-site classrooms. Facilitators and students will interact with digital content asynchronously, the majority of class time. In grades 6-12, 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 student learning. Students will also be assigned asynchronous learning tasks to be completed when not meeting in small groups.
Students interested in Advanced Placement (AP) or PreAP courses will be directed to on campus learning options.
For the remaining weeks of the semester, students will be required to maintain pace in the core curriculum and to attend check-ins as scheduled with the facilitator. Facilitators will monitor student coursework and provide feedback and reteaching. Facilitators 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

coursework as determined by their completion of coursework and meeting learning targets, will be referred to the campus intervention team for additional support. This team may consist of but not limited to the principal or designee, the teacher, the interventionist and or special education teacher. Students are required to maintain a minimum of a C average in each course or they will be required to return to on campus learning.

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.	Grades K-5: The district will utilize Edgenuity. Students will receive direct instruction, complete learning tasks, and receive intervention virtually Google suite. Students will receive phonemic awareness, phonics, and comprehension instruction, as well as Illustrative Mathematics, instruction by a certified Alma teacher working in a virtual classroom. These curricula are the same for virtual and on campus learners. Virtual students will receive social studies, science, music, art, and physical education using Edgenuity. Teachers will work on-site and be on a collaborative team working in professional learning communities to ensure virtual students are meeting the same expectations as on campus learners.
	Grades 6-12: The district will utilize a virtual/online instruction in APEX, Edgenuity, Acellus, EdPuzzle, Aleks or other approved platforms. Students will receive asynchronous online instruction, complete learning tasks, and receive intervention virtually.
	Facilitators will work on-site, facilitate learning through the online program and provide progress monitoring to both students and parents on a regular basis.

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.

Grades K-5: Teachers of record for virtual students will be dedicated to online only instruction; virtual teachers will not be teaching on campus students. Teachers will monitor the learning of students in Edgenuity as well as teach virtual students remote lessons using Alma curriculum based on Arkansas standards.
Grades 6-12: Facilitators of learning for virtual students will be dedicated to online only instruction. Staffing for grades 6-12 will be adjusted to meet the needs of enrollment.

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

Grades K-5: Teachers will interact with students daily following a consistent schedule during regular school hours. Instruction will be provided synchronously and asynchronously.

Each student is assigned an Alma Virtual Teacher. The teacher's role is to support the student with their online education in the Alma Virtual Learning Program. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary. This also includes facilitating student learning in Edgenuity.

For students in grades kindergarten through fifth 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 Kindergarten through grade 3, will hold required daily remote literacy and mathematics lessons.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will utilize Heggerty. The phonics component will be provided through Connections. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. Our K-6 teaching staff have been trained in Connections and Heggerty and will have support from our instructional leaders and Literacy Specialists. The Literacy Specialists will also work with the teachers to ensure that they meet the needs of the students by using iStation and NWEA MAP assessments and use the data to drive their instruction. Assessments will be used to monitor progress and make certain that students are progressing adequately and learning. iStations assesses on a monthly basis and progress is monitored in weekly PLCs and weekly planning sessions, as well. If students don't achieve 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit.

The Literacy Specialists meet in regular, weekly PLCs and planning sessions with teachers to teach/coach on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies. Additionally, one interventionist per K-5 grade level has been hired to support the intervention plan, provide direct student intervention (outside and in support of the RTI plan) and work collaboratively with teams of teachers.

Grades 7-12: Staff will interact with students daily following a consistent schedule during regular school hours. Instruction will be provided asynchronously through the digital platform.

Each student is assigned an Alma Virtual facilitator. The facilitator's role is to support the student with their online education in the Alma Virtual Learning Program. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary.

For students in grades 7-12, the facilitator will conduct frequent check-ins with each student to discuss progress and schedule intervention with a certified teacher as needed.
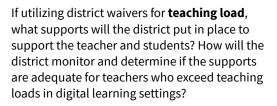
If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

Grades K-5: The class size waiver will be restricted to the virtual setting. Teachers will be provided curriculum and technology professional development, and instructional facilitator support as needed. Ongoing, job-embedded professional development will be provided as needed, including support from the Alma School District curriculum specialists.

When needed, teachers will be provided additional support to monitor and provide student assistance. One instructional assistant will be assigned to supporting virtual teachers as needed. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and state assessments.

Grades 6-12: The class size waiver will be restricted to the virtual setting. facilitators will be provided curriculum and technology professional development, and certified teacher support as needed. Ongoing, job-embedded professional development will be provided as needed by content specialists. Virtual facilitators will receive additional instructional support from the district math and literacy specialist. An additional math and literacy specialist has been added for the 2021-2022 school year.

When needed, facilitators will be provided additional support to monitor progress and provide student support. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and MAP testing in grades 6 through 10.

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?	Grades K-5: The school leadership will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using coursework assessments and state assessments. Virtual teachers will be provided additional support to monitor progress and provide student support as needed. The building administrators and district level staff will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using completed coursework, classroom assessments and Istations (K-2) and MAP testing (grades 3 through 5). Grades 6-12: When needed facilitators will be provided additional support to monitor and provide student support. Additional facilitators will be assigned to manage student learning. The district will monitor the effectiveness of supports and the need for additional supports through the PLC process, grade-level meetings, as well as, by monitoring student progress using coursework assessments, common formative assessments based on essential skills and MAP testing for grades 6 through 10.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Grades K- 5: Google Suites (including Google Classroom) will be used as the learning management system and Edgenuity will be the content management system from which students access the content and resources for virtual learning. Grades 6-12: Online programs listed previously will be used as the learning management system from which students access the content and resources for virtual learning. The district will utilize a virtual/online instruction in APEX, Edgenuity, Acellus, EdPuzzle, Aleks, Google Classroom or other approved platforms.

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.	Grades K-5: Teachers will facilitate learning utilizing core content from our current curriculum programs in literacy (Connections) and mathematics(Illustrative Math). K-2 will also utilize the Istation curriculum. All K-5 virtual students will receive social studies, science, music, art, and physical education using Edgenuity. Grades 6-12: APEX, Acellus or Edgenuity in grades 9-12: English, Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Civics, World History, US History Edgenuity in grades 6-8: Language Skills, Language Arts, Math, Science, Social Studies, Career Development Aleks for Grade 8 Algebra I EduType for Keycode Grade 7 *Students interested in AP or PreAP courses will be directed to on campus learning options. These considerations will be on a case by case basis.
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.	Grades K-5: Teachers will use Google Meets software to communicate with students. Software is included on the teacher and student devices provided by the district. All student and teacher devices also have built in webcams for video communication. We also utilize Google Suites for Hangouts, gmail, etc. Grades 6-12: Alma School District provides chromebooks for all students, teachers and staff use Google platform. Google Classroom and Google Meets will be utilized by facilitators, students (and teachers) to communicate. Software is included on the teacher and student devices provided by the district. All student and teacher devices also have built in webcams for video communication.
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.	

Grades K-5: The district provides a chromebook to all virtual students in grades Kindergarten - 5th grade. Students with limited or no connectivity will be provided a district-owned hotspot. Drive-up WiFi is also available at each of the four school campuses. Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction. All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act. The technology staff is also able to access district-owned student devices remotely to troubleshoot. The Alma Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours.

Grades 6-12: The district provides a chromebook to all virtual students in grades 6-12 grades. Students with limited or no connectivity will be provided a district-owned hotspot. Drive-up WiFi is also available at each of the four school campuses. Students experiencing temporary internet outages or the inability to connect are instructed to contact the facilitator to establish a plan for missed days of instruction. All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act. The Alma Technology Department is available for support to students and families during school hours via phone or email.The technology staff is also able to access district-owned student devices remotely to troubleshoot.

Technology Troubleshooting Guide for Virtual Students: link below
https://docs.google.com/document/d/17JaCxFe2wkkYWb6sV2YR1yMtN1MeKUk1TcABoFBjfbI/edit?usp=sharing

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.

K-12: All teachers, including virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual teachers and paraprofessionals will make daily contact with all K-12 virtual students, either synchronous and/or asynchronous. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the teachers will contact the district Home Liasion Counselor and/or school counselor to intervene as necessary. All teachers and certified personnel, including virtual teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, the Alma School District provides ongoing professional development to our faculty and staff to support and provide Social Emotional Learning strategies.

Grades K-5: Throughout the first week of school, teachers will facilitate orientation to virtual learning resources and the platform for both students and parents. Students will be asked to complete a virtual learning survey in the first week 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.

Students in grades K-5 will participate in weekly check-ins to allow for teachers to monitor the wellness and safety of elementary students. The teacher's role is to support the student with their online education in the Alma Virtual Learning Program. This includes monitoring student progress, attendance, and engagement- each linked to a student's wellbeing when learning at home- and making recommendations for student intervention when necessary. Students can email their teacher, school counselor, or administrators to communicate any additional needs.

Grades 6-12: Throughout the first two weeks of each semester, facilitators will direct orientation to virtual learning resources and the platform for both students and parents. (parent training is required) Students will complete a virtual learning survey when they are placed in the program by the school counselors to identify individual needs and possible support areas, including factors influencing access to food, social and emotional well being, and academic success.

Students in grades 6-12 will participate in monthly check-ins with Home Liaison Counselor and/or Student Success Coordinator to monitor the wellness and safety of students. This includes monitoring student progress, attendance, and engagement- each linked to a student's well-being when learning at home- and making recommendations for student intervention when necessary.

Alma School District offers breakfast and lunch pickup for K-12 virtual students needing access to food.

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.

Grades K-12: Weekly progress monitoring will take place utilizing reporting from the classroom assignments and attendance records of the virtual classroom teachers. Teachers will provide intervention for students not showing progress. If interventions are not successful, the student will be referred to the campus Student Success Teams. Interventions may include but are not limited to weekly check in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face to face instruction. Student Success Teams will meet to plan for additional support for students who aren't making adequate progress. The Home Liaison Counselor will be contacted to provide support to students and families who do not show improvement after working with the campus teams. The team coordinates with county support services in order to meet student and family needs.

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

Grades K-12: Instructional decisions will be made using multiple data points including formative and summative assessments, skills attainment from daily classwork, as well as student engagement data. Student engagement data includes daily interaction/attendance, discipline and student communication. If a student is not making adequate daily academic progress or is not engaging consistently, the student's teacher will intervene. The interventions may include, but are not limited to:

Teacher activity:
○ A phone call to student and parents
○ Create and implement Student Individualized Intervention Plan
○ Refer student to Student Assistance Team

Student activity:
○ Completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student.
○ Mandatory in-person or virtual meetings with the teacher, student and/or parent to monitor and communicate progress.
○ Increased time spent on coursework
○ Remediation 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. Interventions may include but are not limited to weekly check in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face to face instruction. The district maintains a district-level mediation team to support students and families who do not show improvement after working with the campus teams. This district mediation team coordinates with county support services in order to meet student and family needs.

Students are eligible for face to face instructional support during established hours of on-site learning. Those hours will be posted each school year based on the campus schedule.

Students may continue or elect to enroll in school-based counseling services on campus or remotely.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific services and assessments.

Support Personnel Include (but not limited to):
Mediation/Social Worker Counseling/Mental Health Coordinator
Gifted and Talented Coordinator
504 Coordinator
Multi-Tiered System of Support (Intervention) Coordinator
Alternative Learning Environment Coordinator
Special Education Coordinator
English Language Learner Coordinator
Guy Fenter Educational Service Center Specialists

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

Grades K - 5: Instructional decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years. The Virtual Program will utilize the district Multi-Tiered System of Support Process (Intervention Process) to monitor and support student growth.

Students in grades K-5 will complete classroom common formative assessments, Istation assessments (Grades K-2),Aspire Summative assessments (Grades 3-5), MAP assessments (Grades 3-5) or other assessments as determined.

Students in kindergarten - 2 will complete three onsite Istation assessments yearly. Students in 3rd-5th grade will complete quarterly onsite NWEA MAPs assessments.

Teachers will complete bi-weekly progress monitoring of students. Students and parents will be provided support through program orientation in setting and reaching course progress goals. During virtual student check-ins, teachers will discuss progress with students and parents.

Grades 6-12: Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years. The Virtual Program will utilize the district Multi-Tiered System of Support Process (Intervention Process) to monitor and support student growth.

Students in grades 6-12 will complete classroom common formative assessments, Aspire Summative assessments, Aspire classroom assessment, Aspire interim assessments, MAP assessments or other assessments as determined.

Facilitators will complete regular progress monitoring of students. Students and parents will be provided support through program orientation in setting and reaching course progress goals. During virtual student check-ins, facilitators will discuss progress with students and parents.

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

Grade K - 12: The Alma School District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Screening for dyslexia markers will take place in grades K-3 on-site when possible. Students will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. If a need for dyslexia screening is determined for a virtual student in non-screened grade levels, the team and Dyslexia interventionist will schedule on-site screenings for those students, with virtual screenings also being available for students that cannot get to campus. Any virtual student qualifying for dyslexia services will receive services from a qualified district dyslexia interventionist. Additionally, virtual students who qualify for dyslexia services will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. Moreover, if any virtual students requiring dyslexia services want to receive just those services on campus in addition to their virtual schedule, they would be allowed to do so.

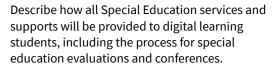|	
Describe how Gifted and Talented supports and services will be provided to digital learning students.	All Gifted and Talented program approval standards will be met when designing programming for identified gifted students with policies of the Alma School District followed for all students, including virtual students.
	Grades K-5: All Gifted and Talented Standards will be followed when designing programming for all virtual identified gifted students. K-3 students will receive their 30 minutes of enrichment provided by a teacher who has completed the Teaching Differentiation & Growth Mindset in the K-3 classroom training provided by Guy Fenter GT Specialist. The teacher will document evidence of gifted characteristics and share with the GT Coordinator. Any teacher or parental referrals for gifted testing will be made according to district policies. If a student is referred for gifted services testing the creation of a testing portfolio will be the responsibility GT Coordinator. Identified gifted students in grades 3-12 will receive differentiated instruction and will have their 150 minutes of service provided through the program option outlined in the GT Standards that best fits that student.
	Grades 6-12: Gifted and talented students will be provided services through PreAp and Advanced Placement courses in on campus classes. However, in the event a student would prefer a virtual AP course, the Gifted and Talented coordinator will assist the student in course selection.
Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.	Grades K-12: Alma School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual students. Program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing appropriate staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for 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.	Grades K-12: Special Education services and supports will be determined by the student's IEP Committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of parent- either virtually or onsite. Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment.
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.	Grades K-12: Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations based on individual student's need.

Teacher Supports

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

Grades K-5: K-2 teachers will have access to Istation curriculum and assessments. The district has also purchased digital versions of Scholastic News, Brainpop, TumbleBooks, and Starfall. The building computer lab teacher has also created a Symbaloo page that organizes several learning games and activities on one page.

3rd-5th grade teachers will have access to NWEA MAPs assessments as well as common formative assessments that will be developed and analyzed during PLCs. In addition to core content curriculum, AIS students will have access to Symbaloo which will provide library and computer content.

Teachers in the virtual program will receive initial preservice training, updated training one day in the fall and again in spring as well as additional training as the need 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.

Grades 6-12: Facilitators in the virtual program will receive initial preservice training, and additional training as the need 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. Facilitators will receive additional instructional support through the PLC process.

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?

Grades K-12: All virtual teachers and facilitators will be scheduled for 200 minutes of planning time per week, which is equivalent to district face to face staff. Teachers will be able to use planning time for reviewing course materials and monitoring student progress. Teachers and facilitators will attend a weekly PLC to collaborate on student engagement and support as well as student learning growth and progress.

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.

Alma School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures. The district will use the following measures to ensure equitable access:

● The budgeting and use of state and federal funds to provide equitable access to educational services
● Equal access to technology devices and support in connectivity
● Coordination with district support service programs, including Special Education, 504, ESL, GT
● Utilization of the district MTSS Process for student support and Intervention

Board Policy - pdf
https://www.almasd.net/Page/74

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.

Grades K-12:
Parents will be notified of the onsite testing requirement:
during initial enrollment in virtual Learning
in weekly Virtual Learning Updates leading up to each test administration
via district communication for all students leading up to each test administration
The district will utilize DESE guidelines when testing virtual students, which includes:
* testing virtual students as a separate cohort from their grade-level group
*organizing group virtual testing rooms to accommodate the need for additional social distancing

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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.

Grades K-12: The Alma School District will monitor and evaluate the effectiveness of the virtual or digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The Alma School District will analyze student data such as common formative assessments, classwork, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. Teachers will monitor the effectiveness of digital options with daily monitoring of attendance and skill acquisition, as well as monthly Istation testing of reading and math skills (K-2) and quarterly NWEA MAPs testing of reading and math skills(3rd-10th). In the event individual student progress has stalled, the committee will make determination of student placement in on campus learning vs. virtual learning. Building administrators will have access to teacher's daily schedules as well as Google Classrooms.

Data collected by the district include but are not limited to those listed below:

What is the comparison of virtual and on-site achievement on state assessments?

How does virtual student performance differ at various grade levels?

Did students in poverty progress differently than others in Virtual school?

How many students do we have who disengaged in each learning model?

What are we doing for those who disengaged in Virtual School?

How many students are in identified intervention programs in Virtual School compared to other models or past years?

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)	Grades K-12: The Alma School District will engage families into the digital learning process by granting access to the parent portal of Edgenuity, Acellus and APEX (learning management systems) to monitor their child's progress. The Alma School District will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The Alma School District Virtual teachers will also conduct parent/teacher conferences as required by state standards and on a more informal basis, as well. Communication of virtual school activities, student support options, and daily events are shared via email, robocalls, social media, and videos linked in many of these formats. Parents and families without internet access have been given a hotspot when requested. Each school campus also has wifi available in the parking lots.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/1EOxyWc-184ypsUuFAq2DSlqxJzyOAqkg/view?u
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://drive.google.com/file/d/1yFRawJn3H2xPxns5jhl_CXGmCXhN26Ct/view?u

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/file/d/1HkH8_akY729ztpd5EU1GCWoUhtF5zzzM/view?
Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/file/d/1HkH8_akY729ztpd5EU1GCWoUhtF5zzzM/view?
Please provide a link (URL) to the grading policy for digital learning students.	https://drive.google.com/file/d/1HkH8_akY729ztpd5EU1GCWoUhtF5zzzM/view?