LEA INSIGHTS

Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Deer/Mt. Judea School District (5106000)

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 #:	5106000
Superintendent:	Brenda Napier
Email:	bnapier@dmj.k12.ar.us
Phone:	(870) 428-5433 Ext. 8102
Duration Requested (not to exceed five years):	1 Year (School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
5106003 - Deer K-12 School 5106004 - Mt. Judea K-12 School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	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.
				For a student to be counted present in a virtual class/setting they are expected to log in weekly to the content management system (CMS) and submit assignments according to specific due dates and attend all scheduled Google Meets. Attendance for virtual students will be taken daily. In a virtual setting the students and parents have some control over the time of their instruction. Virtual teachers will establish schedules of classes and login times. Teachers will monitor attendance through synchronously or asynchronously engagement with their students. Attendance for K-3 students will be taken daily as students work synchronously with the teacher. Students in grades 4-8 will work both synchronously/asynchronously with the teacher. Daily monitoring of each student's attendance will take place dependent upon method of delivery. There will be continuous contact between parent and teacher in regards to attendance. The district policies and practices will apply to the virtual students.

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)	N/A The district will not request this waiver due to a small number of virtual students in each grade.
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	N/A The district will not request this waiver due to a small number of virtual students in each grade.
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.
				The district is requesting a waiver of the six-hour instructional day or the thirty hours per week on days when the student is learning virtually. The students may not need six hours per day to complete the course standards. The virtual students have some degree of flexibility over time and pace of completing their work. Some students may work at a faster pace completing their assignments in less than the six hours of instruction time in the traditional classroom. Other students may need additional time to complete work.

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			In a virtual setting where students are learning in an asynchronous environment. Students may not need the 120 hours of seat time or clock hours to complete the course standards. In terms of clock hours needed to complete a course, virtual students will vary. Some virtual students may complete and master their assignments in less time, while other virtual students may need longer time. Teachers will schedule an additional time if necessary for the students to complete coursework
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.
				For students in a virtual setting, the district is requesting a waiving of the forty (40) minutes of recess. There is a request to waive the rules governing Nutrition and Physical Activity Standards and Body Mass Index due to students learning off-campus in a virtual environment. Virtual students will be encouraged by their teachers to take a recess break and play. K-6 teachers will communicate to the students and parents the importance of physical activity and mental breaks. Teachers will provide activities for students to participate in with siblings and family members.

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.

Students can learn virtually or in a blended environment.

Virtual learning will be delivered:
Synchronously in grades K-3
Asynchronously/Synchronously 4-8
Asynchronously 9-12
Asynchronous where the curriculum and instruction are loaded into a CMS for students to access their lessons.

Expectations and Participations
Teachers and virtual students will interact both synchronously and asynchronously depending upon the student's grade level.
K-3 virtual students will have instruction delivered synchronously. The teacher will deliver content virtually at a scheduled time throughout each day. The teacher will record each series of lessons for the student/parent to review if needed. The teacher uses a CMS to manage content. The K-3 teacher is trained and experienced in teaching the science of reading. All components of the science of reading will be taught: phonemic awareness, phonics, vocabulary, comprehension, fluency. The teacher will engage students and make the class as interactive as possible to keep students interested and excited in learning. The district has spent the last three years working with a team to develop our own curriculum units and identifying essential standards that meet all Arkansas state standards. Professional development in digital learning engagement and strategies will continue throughout the year.
K-3 students will be expected to login in with their teacher to receive instruction during the scheduled time. If the student needs to be absent, the teacher and parent will schedule a make-up time for instruction and be able to watch the recorded lesson for that day. The teacher will formative assess often during class time to assure students who miss a lesson have watched the recordings.
4-6 virtual students will work synchronously with their teachers three days a week. They will be allowed to work asynchronously the remainder of the time as long as assignments are turned in on time and at a mastery level. Teachers will be monitoring daily their work activity. Teachers will be available to help students work on missed assignments at scheduled times.
7-8 virtual students will work asynchronously while checking with their teacher once a week as long as their work is turned in on time and at mastery level. Teachers will be monitoring their work activity daily. Teachers will be available to help students at assigned times throughout the day. Beginning in the 8th-grade students will have a student success plan developed to guide them on their path to graduation.
9-12 virtual students will work asynchronously with their teachers monitoring their work daily. Teachers will be available to help students at assigned times. Virtual students may be taking a course within the 38 required units, accelerated classes such as APs or concurrent classes, or they may be enrolled in a credit recovery course. Continuous monitoring and evaluating will take place to make sure students stay on track to graduate and meet their student success plans.
The teacher's expectation for virtual is to interact with the students and family:
K-6 contact expectations- Students daily and parents at least twice per week
7-8 contact expectations - Students daily and parents at least once a week

9-12 contact expectations - Students at least twice per week and parents every two weeks.

Virtual students are expected to turn in assignments on time and ask for help from the teacher, counselor, or administrator.

All of the assignments are in Google classroom and deadlines set for when assignments are to be submitted.

During the time when a student may need additional support, the student can come to campus or can meet with the teacher in a digital meeting. A virtual platform can be video conferencing (Google Meet, Zoom, etc), emails, phone calls, etc.
The teacher will provide content, all materials (assignments, activities, links, etc.) are posted to Google Classroom and an assignment due date is set to have the materials completed and turned back in.
 Students will work through the content. They should complete all assignments by the end of the course with a quarterly check for pacing.
If a student is late turning in assignments three times the teacher will reach out to the parent/guardian to see if extra support is needed for the student.
 After three assignments are missed then the lead administrator/virtual designee will ask the parents to identify ways to help the student. If the assignments are not turned in then the student may be asked to attend face-to-face.

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.

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Delivery approach
The district will offer students a virtual option to support their individual needs where the students can learn at their own time, pace, path, and place.
Teachers will have district-provided computers, presentation tablets, and other tech tools that will help them teach in a virtual setting. They have had digital-learning professional development prior to the 2020-21 school year. As the 2020-21 years evolved the staff attended numerous training such as google classroom content management system, engaging digital learners, common formative assessments, and BUZZ Learning Management Systems.
Students are provided a district-provided computer equipped with the CMS in which instruction will be delivered. Students will be trained on the CMS system and other digital tools to ensure their success as virtual students.
Parents will also be trained on the computer programs and systems that their children will be using. There will be continued training throughout the school year.
The district technology coordinators will offer support to students, parents, and staff in order to make their virtual learning/teaching a positive and productive one.
K-3 teachers and students will work synchronously to teach and learn grade-level material. Teachers will work with parents to optimize this experience. There will be continuous communication between them throughout the year. The teacher will support the K-3 learners and parents by providing supplemental resources and recorded lessons that they can revisit if and when necessary. Teachers of 4-6 and 7-8 virtual students will also communicate with students and parents to make sure class expectations are understood and met. The student schedules will be discussed to ensure successful meeting times whether they are synchronous or asynchronous. Teachers of 9-12 virtual students will assign, record sessions, supplement class assignments with differentiated materials, and monitor student work

CTE courses will be blended when the curriculum warrants that a student needs to be on campus to complete certain activities such as animal science and managing natural resource labs.

Teachers have received training on Google Classroom. Support will be ongoing throughout the year.

Extenuating Circumstances -Circumstances may arise that are not outlined in this plan. If this occurs the student and parent/guardians will discuss with the building principal about being in the virtual setting.

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.

K-3 teachers will be dedicated to teaching synchronously to the grade band K-3 virtual students. 4-6 teachers will be teaching virtual students in a synchronous/asynchronous setting. The teacher will schedule one day to be asynchronous. The 7-8 teachers will be dedicated to teaching only the virtual students in an asynchronous delivery manner, with close monitoring of assignments. The teacher will be available to assist the students at each grade level at a scheduled time each day. The district will utilize Virtual Arkansas or APEX for grades 9-12.

A teacher will be fully dedicated as a virtual teacher or have dedicated time/period for virtual students. Synchronous lessons are delivered through APEX, Lincoln Learning, Virtual Arkansas (asynchronous), and teacher-created lessons that follow state standards will also be used. The district teachers have worked on creating curriculum units that are aligned to the state standards over the last three years. Teachers using APEX, Lincoln Learning, and Virtual Arkansas are also tasked with ensuring that these lessons meet the Arkansas State Standards. Teacher-created curriculum units/common formative assessments also address the depth of knowledge. Lessons will be delivered through a CMS (Google Classroom). Synchronous meetings may be needed involving the whole class, small group, or RTI groups as needed to support student learning.

Music/Art teachers at the K-6 grade levels will serve in a dual role, but not simultaneously. The teachers will have designated class periods built into their schedules for virtual and onsite students. They will not be teaching virtual and onsite students at the same time.

The 9th - 12th students that have classes with Virtual Arkansas will be asynchronous with a weekly meeting with their virtual teacher from Virtual Arkansas.

CTE courses will be blended when the curriculum warrants that a student needs to be on campus to complete certain activities such as animal science and managing natural resource lab activities.

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

The virtual teachers will establish communication as their first priority. Our most successful virtual learning this year has taken place where communication was the priority. Teachers will remain diligent in communicating with students and parents. Teachers are expected to upload student's lessons daily.

K-3 teachers will teach the students and parents the CMS that will be used to upload assignments, access additional resources, and locate recorded videos. They will work hard to overcome any barriers that would slow teaching and learn down. K-3 teachers will teach virtual students daily. This daily interaction will allow teachers to monitor the student's progress or need for interventions. Teachers will monitor growth through district assessments, Istation monthly testing, DIBELS monitoring three times a year, PAST assessments, and other formative assessments. K-3 teachers will weekly update parents on student progress.

4-8 teachers will also make sure all students and parents are familiar with their CMS tool and the process for sharing instructional materials and assignments. Whether the teacher is teaching synchronously or asynchronously they will interact with the virtual student at least twice a week. They will have scheduled time each day to teach and/or help students with work. They will monitor student work daily and give frequent feedback. Teachers will communicate student's progress weekly with parents.

9-12 teachers will provide lessons by using google classroom, monitor student work daily, and have scheduled items daily to assist students with assignments. Teachers will update parents bi-weekly or more frequently if grades fall below a B. Once a student's work is in the C range immediate interventions are needed. This gives the teacher, student, and parent time to meet and address the grade issue. This also establishes a good rapport between teachers/parents and opens the door for future communication for various reasons.

Teachers at all grade levels will communicate with the virtual students and their parents concerning school extracurricular activities that are held on-campus or off-campus. The calendar of events will be shared weekly with virtual students. Teachers will interact with students and their families at least once a week. This is critical to support students. The teacher's expectation for virtual is to upload student lessons daily, all lessons for the week, or provide weekly expectations for lessons and assignments. This also allows teachers to make sure that supports are provided to the student.

The teacher will assign students lessons that are delivered through Google Classroom and they will monitor a student's progress through the class. There are some cases that individual meets will need to take place to provide extra support/interventions for students.

The teacher's expectation for virtual is to interact with the students and family:
K-6 contact expectations- Students daily and parents at least twice per week
7-8 contact expectations - Students daily and parents at least once a week
9-12 contact expectations - Students daily and parents at least mid 9 weeks and quarterly.

Whether the students are virtual or blended the expectations are the teacher and students interact according to the list above to ensure students' success

and students interact according to the list above to ensure students' success. Teacher interaction will include uploading lessons, giving support, providing feedback to students and parents. The teacher will follow up with the student/parent immediately if they see the student is struggling or falling behind. Teachers are expected to monitor work continually to assess students' ongoing progress, they may be asked to upload videos, assignments or send in an e-mail of the assigned activities by the due date.

Virtual students who fall behind in coursework (below a B) will be provided tutoring opportunities.

Deer-Mt. Judea School District expects parents/guardians and teachers to work together to ensure student success. Parents need to ensure students complete assignments and seek support from the teacher when concepts are difficult.

The teacher contact is not only for academics but also to identify barriers to students' success which includes their physical and social-emotional well-being. If a teacher sees any barriers for the student the counselor will be contacted so they will be able to reach out to the student to provide any support that might be needed.

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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?	N/A The district will not request this waiver due to a small number of virtual students in each grade.
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?	N/A The district will not request this waiver due to a small number of virtual students in each grade.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	CMS will include: Google Classroom All classrooms K-12. Content will be loaded regularly and students can access the materials daily. CMS will include Google Classroom (District Created Lessons) APEX Lincoln learning Virtual Arkansas

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.

Virtual teachers are responsible for posting material in Google classrooms. Content posted ranges from instructional videos to interactive virtual labs, links to learning sites, and supplemental content. Virtual content or links may include APEX, Lincoln Learning or students may be directed to Virtual Arkansas for some classes. These materials are used to maintain consistency with course curriculum and instruction

Teachers have previously had PD about the learning platforms and content tools. However, as the need arises additional training will be provided.

Technology tools that are used to engage students with the lessons include:
APEX (6-12)
Lincoln Learning (K-12)
Virtual Arkansas (for specific classes) 7-12
Screencastify K - 12
Google Suite K - 12
Jamboard K-12
Mystery Science K-12
Edpuzzle K-12
Suite 360 Social/Emotional Learning K-12
Renaissance K-6

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.

All students are given a device that has video communication software. For virtual learning, students need access to an electronic device that will be provided to them through their school. The synchronous meetings will be held using Google Meet or ZOOM. Teachers will use these platforms to allow students to virtually participate in a regular class setting, participate in one-on-one meetings, or work in small group settings. Calendar invites or meeting links will be sent/emailed to the students/families from the school staff.

These forms of communication are important in order to provide services to students who receive physical therapy, speech therapy, occupational therapy, etc.,

In some family situations, a phone may be the best form of 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.

The district will provide Chromebooks to students in the virtual setting. Some families may choose to use their own devices. Hotspots will also be available to students who need a device to connect to the internet. Students are expected to care for the device and follow the necessary steps to take care of it. Students will be required to sign AUP, and follow all district policies.

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.

In order for all virtual parents and students to understand the depth of our virtual learning program, we ask that they attend an onsite orientation. We will set the orientation times so that all families can attend. The goal of this orientation is to help families understand we want to provide more than just virtual learning for their children.

The orientation will begin with a greeting from the school principal. The principal and counselor will present an overview of the virtual program and the expectations of each party.

The district technology coordinators will walk the students and parents through the computer checkout system, instructions on the usage procedures, hotspot setup if required, passwords, and introduction to the content management system and learning management systems. Office hours will be established for virtual learners to come onsite for help or google meets may be arranged.

Food security leads to healthy students and students who are ready to learn. Announcements will be sent at the beginning of the year to make sure that students and parents understand the process and time that meals will be available. Parents and students will also be given meal applications to determine families in need and ensure student food needs are being met.

School nurses are available and will maintain healthcare information. For mandatory screenings, appointments will be made for students in a virtual setting. For required eyes and hearing screenings, appointment times will be made at the convenience of the parents. Other testing sites may be preferred and if so the nurse will arrange those times and locations. We have a local rural health clinic that can usually schedule appointments as the need arises.

School counselors will be available to meet with students/families when needed. If a virtual appointment is needed that will be scheduled. Counselors will continue to use the Guide for Life curriculum provided by DESE as well as Suite 360. The same counseling services are available to the virtual students as the on-campus students (success plans, individual student services, and grades 7-12 course selection).

The school counselors will offer onsite and virtual counseling sessions. They will provide brochures, curriculum, and testing information, the grading system, the scheduling process, and class requirements. They will share information about the social-emotional support that is available. They are currently using the Apex Suite 360 program. They will help each student begin their student success plan and explain its importance in their future career planning. They will have each virtual student's class schedule prepared. After the general meeting is finished they will have individual sessions with the student and parents explaining the classes that their child will be enrolled in. This focus is primarily for students 9-12. Teachers of other grades will be present to discuss their schedules.

The best means of communication will be discussed with each family. Emails will be sent, website live feeds will be updated, Remind and text messages will

will be sent, website live feeds will be updated, Remind and text messages will be sent, phone calls made, and onsite and virtual meetings are offered.

Extracurricular activities will be shared with students and parents. The virtual students may participate in all activities that onsite, traditional students participate in. There will be presentations from the Agriculture teacher pertaining to concentrator programs and the FFA organization. The business and computer science teacher will share information about the FBLA program and how to earn concentrator status. The coaches will share information about the sports that our school offers, Arkansas Activity Association rules, and the grade requirements to participate.

Students will be asked to complete a survey at the beginning of the year and at the end of each semester. This will provide information to the staff about possible family needs and areas that we may need to provide additional support.

Teachers will not only be monitoring the student's academic performance, but they will also be monitoring attendance. If a student fails to login synchronously or asynchronously for three days in a row and there has been no contact from the family stating illness, etc, then the teacher and administrator will begin trying to contact the parent/guardian. A plan for the student to make up for the missed assignments may include viewing the recorded lessons, additional resources provided by the teacher, or a suggestion that the student may need to return to campus. In extreme cases, staff may have the need to call DHS or the parents may opt to homeschool their child. In all instances, we will continue to communicate with the parents and support the process of helping educate the child.

Students will be required to make onsite or virtual contact at least weekly (virtually, email, phone, etc). During these meetings, teachers are asked to report any student who may need food support or social-emotional support. The district has purchased APEX Suite 360. Students can work through provided lessons to support social and emotional learning. The lessons can also be assigned based on individual student needs.

Academically, to prevent students from getting behind, if a student's grades start to slip or fall below a B, they will be provided tutoring opportunities.

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.

Administration, teachers, and counselors will monitor students' academic progress quarterly through the use of the student success plans in grades 7-12. Teachers with virtual or blended students will keep grades updated weekly. They will monitor grades and attendance and reach out to the administration if a student starts to struggle. The administration will schedule parent and student conferences when a student starts to struggle.

A virtual learning model is not the best learning model for all students. The district wants to ensure that students can be successful and master grade-level academic standards. Therefore, there are guidelines to enroll and stay in a virtual or blended setting.
Students will sign a consent form stating they will turn in the assignment by the due date and show growth.
Students must submit assignments by the due date.
Students will reach out to the teacher/school if they have questions or need support.
Students must participate in state assessments
Istation, ACT Aspire, and ACT.
Students in high school are expected to be meeting graduation requirements yearly.

To stay in a virtual learning model - Students must turn in assignments within three days of the due date and must maintain passing grades or show that they are meeting growth. Teachers will interact with the students and family:
K-6 contact expectations- Students daily and parents at least twice per week
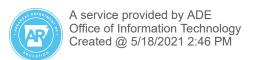7-8 contact expectations - Students daily and parents at least once a week
9-12 contact expectations - Students at least twice per week and parents every two weeks.

The District will provide extra support to students and families struggling with engagement. 1) Teachers will monitor students and make contact with them daily, weekly, or bi-weekly depending on grade band. 2) Teachers will provide interventions for struggling students, which could include, reteaching, small group sessions, one-to-one sessions, or onsite tutoring. 3) Parents will be encouraged to act as student support and be provided student expectations about the class and requirements to stay in the virtual/blended environment.

A counselor will act as support to check in on the student and their family needs. Support regarding health, well-being, social and emotional, and food may need to be addressed. The district has purchased APEX Suite 360. Students can work through provided lessons to support social and emotional learning with the support of teachers/counselors.

Administrators can be a layer of support. However, in cases where the student is not being successful, students may be asked to return to face-to-face instruction.

If a student does not make contact an administrator, or counselor will be brought in to make communication with the student/family. This contact can

brought in to make communication with the student/family. This contact can be made virtually, face-to-face, emails, phone calls, home visits, or in extreme cases additionally, school staff may bring in outside sources to assist with family contacts such as law enforcement or DHS counselors.

Teachers have been attending digital engagement seminars, based on The Distance Learning Playbook (Fisher, Frey, Hattie), this school year to gain strategies to increase both student and parent engagement in a virtual learning environment.

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

Teachers will provide support in Tier 1 instruction. However, state assessments such as Istation, ACT Aspire, common formative assessments, classroom assessments, and classwork will be used to determine if a student needs an academic response to intervention (RTI). Additionally, classwork can also help support the skills that students are missing.

For students that need RTI then the school will have a teacher or staff member provide instructional support to address the standards that the student is struggling with. The teacher or staff may provide small group or one-on-one individualized student support. Students will receive support through a virtual platform or virtual learning tool.

The district has dedicated digital interventionists that can support the classroom teachers by providing more specific/explicit instructional support to the students on their specific learning needs.

All services provided through special education, ESOL, GT, Dyslexia, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite when the administration of assessments may not be provided as effectively virtually.

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

Formative assessment and feedback support student learning. This information also helps the teacher modify instructional activities to improve student learning

Students will be assigned weekly assignments or assessments. These will be used to assess if students need academic support.

Teachers and support teachers, etc, will determine academic content strands not mastered by using the common formative assessments and then provide individualized support.

Students may then receive support while coming onsite, through Google Meets.

Weekly assessments may include using quizzes, Padlet, Jamboard, class discussion boards, etc.

Monthly assessments may be projects, unit assessments, research assignments, etc.

Yearly students will use the Istation, ACT Aspire, ACT, etc.

These assessments help determine what the student needs and if specific academic standards assistance is needed.

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

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Students with dyslexia can succeed in school with tutoring or a specialized education program. The district is committed to ensuring that all students who have dyslexia will continue to receive intervention services that meet their needs.

Teachers in grades k-2 will administer state-required screeners to virtual students onsite to identify students who may demonstrate characteristics of dyslexia. Teachers or reading interventionists will administer Level 1 screeners to virtual students in grades 3-8 onsite. Reading Interventionists will administer Level II dyslexia screeners to virtual students onsite for those that are demonstrating significant characteristics of dyslexia. Dyslexia interventions are trained in the program before providing interventions to the students with COD so they can deliver the interventions with fidelity.

All teachers receive training on recognizing the characteristics of dyslexia, dyslexia laws, and procedures. The district also utilizes the OUR Cooperative for support from the dyslexia interventionist housed there for administering screeners, analyzing/interpreting results, and determining interventions.

Students may choose onsite or virtual sessions. During virtual learning, students who have been identified as having characteristics of dyslexia, or diagnosed with dyslexia by a medical doctor will be served by interventionists trained in the program through scheduled Google Meet or Zoom meetings. These meetings are scheduled with individual students.

Virtual students will have the same materials/supplies available to them as a student on campus. The lengths and frequency of sessions will be based on Barton's Reading Program guidelines and additional individual students supported based on their needs. The district will supplement the Barton Reading Program for phonemic awareness by using Heggerty lessons, utilizing the advanced manipulation of phonemes and vocabulary instruction based on the science of reading to include morphology, semantics, syntax, pragmatic, and linguistic instruction.

Parent/guardian communication is critical to ensuring that the needs of students who have been identified as having characteristics of dyslexia are met during the virtual learning model. Virtual students will be able to choose either virtual or onsite intervention sessions.

The district will work closely with OUR Cooperative staff, ACCIA, DESE specialists, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.

All requirements of the dyslexia law will be met for the remote learners.

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

GT teachers will assist regular education teachers in providing learning activities that will support the content of the regular education teachers. GT teachers meet with students weekly in Google Meet to address GT requirements. The GT teacher ensures students get a choice in their learning. The GT teacher will assist any student, faculty, or parents who may need help.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in person or Google Meet.

Curriculum for GT students will be in place instead of in addition to the regular classroom instruction.
The district will work closely with OUR Cooperative staff, ACCIA, DESE specialists, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.

The GT staff will provide professional development to the district teachers/staff and continuously work with teachers throughout the school year on GT services, differentiation and documentation, characteristics of GT students, and monitoring the instruction for GT students.

All requirements from GT Program Approval Standards are met for the 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.

Teachers will allow for accommodation as needed based on a student's LPAC. Additionally, student support will be provided through the lessons designed and uploaded into Google Classroom. Teachers will be available via email, Google Meet, or ZOOM. To support virtually ESL student teachers will supply digital vocabulary support, visuals, and translator links.

ESOL licensed teachers will provide support synchronously to students with an LPAC plan.

The district uses a Home Language Usage Survey to begin the identification process for ESL. Those students/families will then go through a verification process to determine need and students are screened using the ELPA21 Language Proficiency Screener.

Classroom teachers have/will receive training in the ELP standards, the process for referring students to the LPAC, and laws/regulations/rules pertaining to ESL.

Virtual students will be provided opportunities for conversation, discussions, and written output. Instructions and content will be presented visually by video to support instruction and share work examples. Students and families will be trained on the CMS and other programs in use by the district.

The district will work closely with OUR Cooperative staff, ACCIA, DESE specialists, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.

All requirements of the LPAC plan will be met for the remote learners.

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

Virtual students will have an Individualized Education Plan (IEP) that addresses their individual needs. The IEP is developed for each student who needs special education support. It is created by the IEP committee who are knowledgeable about the child's needs. Conferences will be held in person or virtually and will be based on a student's individual education plan. Face-to-face meetings will be scheduled when needed and for year-end conferences.

The IEP is specific to individual student needs and takes into consideration how their disability impacts their ability to successfully interact during virtual learning.
These plans address deficit areas and the support needed specific to a student while the student is digital. Each student will be best served through specific accommodations, modifications, service delivery through Google Meet or ZOOM.

The special education teachers will meet the established goals and meet the minutes established in the student's IEP through synchronous instruction K-12. The special education teachers will also work with the virtual teachers to assist with instructional strategies, modifications, and accommodations for the virtual students to ensure the students are on the path to success.

Services such as speech, physical, and occupational therapies, will be facilitated through virtual sessions for students with an IEP or through onsite if virtual is not appropriate for the service being provided.

All evaluations will be conducted onsite to ensure the validity of the results.

The special education teacher will provide students and their families, and virtual teachers with a report of each student's progress towards meeting their IEP goals. These reports will be provided every two weeks throughout the school year.

The district will work closely with OUR Cooperative staff, ACCIA, DESE specialists, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.

All special education students are required to meet the same requirements as their peers unless stated differently in their IEP.

The district will follow the federal laws, state regulations, and district expectations for the education of students with an 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.	Virtual classes lend themself to multiple learning styles. Furthermore, teachers will continue to receive resources and training during required PD. To support this learning, students have access to technology tools to support students virtually/Blended learning. Google Classroom allows for the student to make copies of assignments Screencastify is used by teachers to provide instruction and it is used by students to record their learning. Jamboards are used to assess student learning and for students to self-assess their learning. Text read alouds Audible books Instructional videos Google Suite Google Apps for education

Teacher Supports

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

Teacher Supports/School Supports
Teachers have content-created virtual lessons, APEX, and Lincoln Learning that can be uploaded into Google Classroom. Additionally, some students will be enrolled in Virtual Arkansas courses. Teachers may use these materials: Google Classroom, reading lessons that align with the Science of Reading are created and aligned with grade-level Arkansas Standards as well as other subjects that are also aligned to state standards and GT lessons that enhance the learning options.
Lincoln Learning has been aligned to the Arkansas State Standards.

District Supports
Teachers and staff have digital content and tools to help students with learning. Teachers will receive resources and training as needed. At any time a teacher can reach out to their administrator to seek support or ask for training on instructional tools. If new tools are added, teachers will receive the necessary training to implement them.

The district began three years ago working on curriculum units that could be used with students on-campus or off-campus in a virtual setting. Teachers have received training on Google Suite, Screencastify, Jamboard, Mystery Science, Edpuzzle, Suite 360 SEL, Renaissance, and other programs/utilities that are integrated into their curriculum units. In the past year, the teachers have received training as well on how to engage the students and parents in a digital world with a series of seminars based on The Digital Learning Playbook. The district has also allowed time for teachers who were in need of extra support in any of the training sessions to work with mentors to strengthen their skills when needed.

The district has also sponsored a series of parent engagement seminars for our parents so they can learn more about the digital resources used by the schools. The series has also presented items such as internet safety, where to find district/school information, how to help their child in the virtual classroom, etc.

Virtual teachers will participate in all school/district PLC meetings which are held monthly. The schools have weekly PLC meetings which the virtual teachers will also attend. These meetings allow teachers to look at student data for both onsite and virtual students. This communication is an important step to ensure the continued success of all students in the district.

The district will work closely with OUR Cooperative staff, ACCIA, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.

LEA INSIGHTS

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?

Teachers will create lessons that can be loaded into Google Classroom for a virtual setting. These lessons can be created during teacher prep times. However, the district purchased tools to help the teacher including Virtual Arkansas, Apex, and Lincoln Learning. For teachers with a full virtual teaching load and no onsite students, they will be able to work on lessons throughout the day.

All virtual teachers will be scheduled for a minimum of 200 minutes of planning time per week, which is the same as onsite teacher planning time requirements.

If additional time for lesson planning is necessary, the district will access support to help the teachers.

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.

LEA INSIGHTS

Deer-Mt. Judea School District is a one-to-one technology district. Every student is issued a Chromebook to be used for virtual learning. Hot spots have been provided to students who need internet access to complete virtual assignments.

Teachers use highly engaging lessons in Google Classroom and use the lessons that are delivered to master content standards and students will be shown how to use it starting the first day of school. Also, APEX will be used in some instances.

For students in grades K - 12, work will be provided synchronously or asynchronously depending on grade band using Google Classroom. Teachers will provide additional support in asynchronous virtual class meetings, response to intervention (RTI), and enrichment. Moreover, teachers will provide support during the regular school day via email, Google Hangout, or ZOOM to respond and support students. APEX will also be used.

Food security- The district will encourage all families to access district-provided meals. Students will have the opportunity to pick up meals at district-designated locations.

Counselors will be available to support social-emotional needs and to provide academic support if students need the support. Teachers will report if they feel a student needs assistance. Also, the district purchased APEX Suite 360. Students can work through provided lessons to support social and emotional learning.

No student in the Deer/Mt. Judea School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

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 students will be required to participate in state-mandated assessments on-site.

Parents of virtual students are given a virtual student handbook that has information on testing onsite as well as other virtual student rules/requirements. Parents also sign a contract that includes information about state-mandated assessments.

Testing dates will be posted on the district website and shared through the district and school social media and students will come on-site to test.
Parents will be emailed and/or called with dates and times for testing.
Students will use their assigned district devices which are set to automatically update when an update is due or can be pushed out to all Chromebooks as needed.
If a student takes the DLM assessment the teacher will work out with the parent times for the student to complete the assessment based on state testing guidelines.
All testing guidelines will be adhered to.
Noncompliance eliminates the option for virtual learning.

Every effort will be made to accommodate the parents to eliminate any of their safety concerns.

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 district will monitor and evaluate the effectiveness of the district's digital learning programs in multiple ways. The district will use various data sets including attendance/engagement levels, and achievement as measured by formative and summative assessments such as ELPA21, Istation, ACT, ACT Aspire.

Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student/family technology needs, wellness needs, etc. Committees will be used to contribute additional data and to evaluate effectiveness. Administrators will use data and survey feedback to monitor virtual program success.

Building administrators, who have been trained as SOR assessors, will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs, and the Science of Reading requirements.

Growth- Schools will monitor student growth using mid-year formative assessments where parents/guardians will be given grade-level expectations and expected growth and student growth will be shared with parents. If student learning is negatively impacted students may be required to return to onsite instruction.

Attendance-Schools will monitor students attendance
Teachers will keep ongoing attendance records
The school administrator will review attendance weekly
The school administrator will address the issue with the student and family
If learning is negatively impacted students may be required to come back on-site to learn

Grades - The school will monitor students grades
Teachers will keep ongoing grade records
Any issue that arises will be addressed immediately with the student and family
In some cases, if learning is negatively impacted students may be required to come back on-site to learn.

Parents are in the process with their children. There are expectations for everyone involved in virtual/blended learning. Parent feedback to teachers and administrators will allow for ongoing adjustments to the program.

The district will work closely with OUR Cooperative staff, ACCIA, regional colleagues, and others to support our teachers, monitor and adjust our programs and provide help from the cooperative specialists.
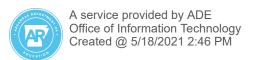
Evaluation Plan

Learner outcomes
What is the impact of the K-12 online learning program on student achievement?
What factors can increase online success rates?

What factors can increase online success rates?
What impact does the program have on learner process skills (critical thinking/higher-order thinking)?
How are learner satisfaction and motivation related to outcomes?

Learner characteristics
What are the characteristics of successful digital learners?
Can students' success be predicted?
How do learner background, socioeconomics, etc. affect outcomes?

Online learning features
What are the most effective digital tools?
How does interaction, collaboration, and learner pacing influence the outcomes?
Impact of digital learning as compared to traditional learning, as a supplement or full programs of online learning?

Teaching and Professional Development
Characteristics of successful digital teachers?
Are the training, mentoring, and support systems for the teachers effective?

Education Context
What programs and curricula are offered?
Which program is best used to improve learner outcomes in different content areas, grade levels, and academic programs?
How are the resources and funding affecting the programs?

The district leadership team will meet quarterly to monitor progress, evaluate the effectiveness, and other items within the program. The team will use quantitative data as well as qualitative data each quarter.

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)

Parents/Guardians and families are instrumental in the academic success of their child participating in a virtual learning environment.

The district will facilitate orientations for the students and their families to provide:
Expectations overview
Training on CMS
Training on software used in the classroom
Strategies on how to help their child in the virtual classroom
State assessment requirements
One to one Chromebook program
Digital hotspots

In the past year, the teachers have received training as well on how to engage the students and parents in a digital world with a series of seminars based on The Digital Learning Playbook.
The District will use teacher-created videos to upload into Google Classroom and will provide links for parent support.

The Districts will provide students with devices and provide connectivity if needed and will support students and families with any issues that arise with connectivity or devices. District support personnel will provide one-on-one support with technology tools and technology access as needed.

The schools will publish weekly, via email and the district's social media, with important information and updates for students.

Teachers will provide learning activities that involve parent participation and will be included in lessons and will provide ongoing support and will be available via email or virtual meetings as needed to support student learning.

Families will be asked to help with assessments. Students may need help understanding concepts and loading items into Google Classroom. Parents/Guardians may be asked to participate in virtual 504, IEP, or LPAC meetings.

If a student in a virtual environment that has an accommodation may need support. Families may need to help their child with any virtual therapy such as physical or occupational therapy or parents will need to bring their child in for any required assessments.

Parents have access to the Home Access Center and they receive notifications from Google Classroom to monitor their student's progress. Teachers provide parents with progress reports quarterly and parents are highly encouraged to attend parent/teacher conferences conducted each quarter.

At any point during the school year, parents may contact their child's teacher, counselor, or school administrator for individual assistance with digital learning tools, academics or student support services.

tools, academies or student support services.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/drive/folders/18rtGTAbBpP7R4LoRRJAq1-39C-rlF3KI
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://www.deermtjudea.k12.ar.us/o/deer-mt-judea-school-district/browse/21(

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1270494/
Please provide a link (URL) to the discipline policy for digital learning students.	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1270496/
Please provide a link (URL) to the grading policy for digital learning students.	https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1270495/

⌃ Back to Top