



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Shirley School District (7104000)

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 #:** 7104000  
**Superintendent:** Tyrene Gardner  
**Email:** tyrene.gardner@shirley.k12.ar.us  
**Phone:** (501) 723-8191  
**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
7104014 - Shirley Elementary School	K-6	Asynchronous Synchronous	Blended (Hybrid)	CMS
7104015 - Shirley High School	7-12	Asynchronous Synchronous	Blended (Hybrid)	LMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	<p>We are applying for this waiver.</p> <p>Students working from home will be counted in attendance if they log into the assigned LMS and complete the assignments for each day based on the district attendance policy. We will utilize this waiver because students will have the flexibility to complete their work on a weekly basis for credit.</p> <p>We would use this waiver to give students flexibility on attendance. Virtual students must log in and complete work by 8 pm the day the assignment is due to be counted present.</p> <p>A student who is placed in quarantine by the school, health department or a physician can work from home and will be counted present if assignments' are completed by the due date.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p><b>Class Size</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>We are not applying for this waiver because class size limits will not be exceeded.</p>
<p><b>Teaching Load</b> Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>We are not applying for this waiver.</p>
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are applying for this waiver.</p> <p>The District will use this waiver to allow students to work outside the normal school day if they choose the virtual option. Teachers will host Zoom classrooms and make assignments. Students will have the flexibility to work at their own schedule as long as they are completing assignments and attending zooms when they need help. They will attend a minimum of zoom meetings as required by each teacher.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Clock Hours</b>	1-A.2			<p>The District will use this waiver to allow students to work outside the normal school day if they choose the virtual option. Teachers will host Zoom classrooms and make assignments. Students will have the flexibility to work at their own schedule as long as they are completing assignments and attending zooms when they need help. They will attend a minimum of zoom meetings as required by each teacher.</p>
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The District is applying for this waiver. Virtual students in grades K-8 will be encouraged to participate in physical activity at home by charting 40 minutes of activity each day or 200 minutes of activity a week. They will be encouraged to walk 100 miles this year and keep track of that. We are applying for this waiver for our virtual students who have medically frail conditions.</p> <p>The District will also provide meals for virtual students to ensure that they are meeting the nutrition guidelines for Healthy eating.</p>

**Digital Model**

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

**Interaction / Delivery**

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



Based on the data collected, we have the need to serve some students with a 100% digital learning program due to health reasons and/ or the necessity to attend and work on lessons at a time other than the defined hours of 8-3. The district will use both asynchronous and synchronous learning in grades K-12 to meet the needs of these students.

Teachers in grades K-12 will Zoom with remote learners at least two times a week per course. Zooms will be offered at various times to allow flexibility for students. All virtual students will be required to attend at least one Zoom a week per course, but encouraged to attend all weekly Zoom classes.

Teachers of students in grades K-2 will zoom on a daily basis due to the nature of reading instruction. Students will be required to attend daily reading instructions zooms. If students do not attend reading instruction zooms, they will be encouraged to return to school for part of the day.

They may also request additional individual Zoom time if needed. Teachers and students will communicate through chat, text, and email. Teachers are expected to reply to emails within 24 hours during the school week. Students are expected to interact in their courses on a daily basis during the school week.

#### Grades K-6

Google Classroom will be used as the Content Management System for elementary. Teachers will develop lessons that are standards-based as well as use various digital programs for web based assignments as needed by individual students including Moby Max, IXL, Lexia, and IREADY.

Elementary virtual teachers have used the following schedule with success for the 2020-2021 school year. The elementary teachers Zoom on a daily basis with students as a whole. Students are encouraged to attend daily but are required to attend at least one Zoom per week per course. Individual students can ask for more Zoom time as needed.

Each day there is a lesson in the following subjects and the lessons are usually limited to about 12 questions or less:

Math

Phonics

Language

Reading Informational/Literature Foundational Reading (These alternate during the week.)

Virtual students in grades K-2 will be required to attend the daily Heggerty Phonemic Awareness lesson. Teachers will zoom reading instruction on a daily basis. Students will also have the opportunity to attend at least three small group sessions in reading a week or be encouraged to return to campus for all or part of the day.

Science & Social Studies are alternated as sections are completed and tests are passed. These lessons are assigned every other day because they are far bulkier than the other subjects and include up to 60 questions. Students are given the



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than the other subjects and include up to 50 questions. Students are given the option to break it up if they need to between days.

On top of the daily MOBYMAX assignments, supplemental intervention learning formats as following:

Monday-Friday=IXL Students are assigned grade specific/subject specific objectives with a due date of Friday but that they have all week at their own pace to work on it.

Monday & Wednesday= Paired Reading MOBYMAX Students are to complete 2 stories.

Tuesday & Thursday = LEXIA Students are asked to complete the 40 minutes of required active time.

Friday=iReady. Students are assigned 2 math & 2 reading lessons  
Grades 7-12

Students in grades 7-12 will be using Virtual Arkansas Content and Canvas LMS taught by Shirley licensed teachers. High school students will be given the opportunity to attend a minimum of two Zooms per week, per course. They are required to attend at least one Zoom per week per course. They will also have the flexibility to request more Zoom meetings with their teachers if they need more focused instruction. Students and teachers are also able to communicate 24/7 via the Canvas LMS messaging or the Google email system.

Teachers are expected to reply to students within 24 hours through the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week. Teachers may respond to emails after 8 pm and on the weekends but the expectations for that is not required.





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-6

At the elementary level the dedicated teachers will use virtual remote learning. Students will attend synchronously at least one time per week via Zoom and engage in asynchronous lesson assignments daily utilizing teacher made lessons, Phonics First, Moby Max, IXL, Lexia, and Iready. All online web-based programs can be accessed through an app on the Chromebook. Google Classroom will serve as the Content Management System for lessons.

### Grades 7-12

Shirley will utilize virtual remote learning using Virtual Arkansas content. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher twice a week. All learning will take place online.

Students working from home on designated Blended Fridays will utilize virtual remote learning and will access their courses utilizing the same online platforms as remote students that they use daily onsite.

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-6

K-6 teachers will be dedicated to either remote or onsite students. They will not be teaching onsite students and virtual students at the same time. Depending on the number of students choosing the virtual option, we will have either one .5 FTE virtual elementary teacher or 2 .5 FTE elementary teachers for remote students..

### Grades 7-12

High School (7-12) will teach both onsite and virtual students, but not at the same time. Teachers will have a dedicated period daily for their remote students that is separate from the time they teach onsite students. This will help them ensure that all students are covering the same content and standards regardless of the setting, as well as ensuring that all students are taught by appropriately licensed and qualified teachers.

Describe the expectation for teacher instruction,



interaction, and frequency with virtual students.

Teachers will email daily with students and zoom or meet with google meets one to two times a week. Students will be expected to check in with teachers daily through email and to attend the zooms as they deem necessary. Students can request more frequent zooms if they need more focused instruction. If grades are below a 2.0 at progress report time, students will be encouraged to return to campus for instructions or interventions.

Teachers in grades K-12 will Zoom with remote learners at least two times a week per course. Zooms will be offered at various times to allow flexibility for students. All virtual students will be required to attend at least one Zoom a week per course, but encouraged to attend all weekly Zoom classes. They may also request additional individual Zoom time if needed.

Teachers of students in grades K-2 will zoom on a daily basis due to the nature of reading instruction. Students will be encouraged to attend all reading instructions zooms. If students do not attend reading instruction zooms, they will be encouraged to return to school for part of the day. At this time we have 5 students in grades K-6 who have expressed an interest in remaining virtual (2 in K-3). There will be a certified teacher trained in Phonics First and the science of reading responsible to provide reading instruction for these five students.

Students in grades K-2 will be expected to attend the daily Heggerty zoom meetings for phonemic awareness. If students do not attend sessions will be recorded and posted to the students google classroom. If students continue to miss the daily zoom sessions, they will be encouraged to return to school for part of the day. At Shirley we believe that Phonics instruction and phonemic awareness is vital for students in grades K-2. We have paraprofessionals that are trained in Phonics First that can offer alternate times for zoom sessions when students can not or will not attend the sessions provided by their virtual teacher. We will do our best to work the daily schedule with the parents at a time that virtual students can and will attend synchronous sessions for reading instruction.

Teachers and students will communicate through chat, text, and email. Teachers are expected to reply to emails within 24 hours during the school week.

Shirley teachers at both elementary and high school have designated time within their day to actively monitor virtual students' progress through the Canvas LMS. Canvas can be set up to send weekly student progress emails to parents. Google classroom can be set up to send weekly student progress emails to parents. Teachers email parents at least once weekly if not every day. Grades are entered in HAC through eschool for parents to monitor. Progress reports will be sent every 5 weeks and if students fall below a 2.0, they will be encouraged to return to campus for instructions and/or interventions. Students are encouraged to attend weekly zoom sessions and to request more frequent zoom sessions if needed.

Teachers have had PD during the summer and the principal and curriculum



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Teachers have had 1:1 during the summer and the principal and curriculum meet with virtual teachers on a regular basis to offer support. The principal monitors virtual students progress through the LMS and progress report grades and calls parents when students are making below a C average.

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?

Not applicable Our teaching load for virtual teachers will be less than that of onsite teachers.

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?

Not applicable

## Technology / Platforms

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

K-6 will use Google Classroom CMS.  
7-12 will use Canvas LMS.

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.



K-6 will utilize teacher-made content that are standards-based including Moby Max, Lexia, IXL, and IREADY personalized content. They will utilize Google Classroom as the Content Management System at the elementary level.

Moby Max is a web based program that offers over 60 curriculum, assessments, and practice modules and subjects. .It is a completely integrated system that show 360 progress monitoring and reports for students, parents, teachers, and administrators.From award-winning early curriculum to algebra, from formative assessments in Quick Skill to benchmark tests in Quick Benchmark, from adaptive practice to fluency games, MobyMax is the only comprehensive and complete solution available .Our students and parents support the use of Moby Max because it is engaging and user friendly. It also helps motivate our virtual elementary students. It is one of the programs that they choose when they get to make a choice.

IXL is used by over 12 million K-12 students for personalized learning and interventions. It offers lessons and activities in English, math, science, social studies, and Spanish. Research shows that some students close learning gaps and gain confidence with just 10-15 minutes practice at the right level each day. IXL has built in skill plans that are aligned to Arkansas Standards and reports to help teachers with progress monitoring to assist in assigning students to the right lessons.

Lexia addresses the development of oral language, reading, spelling and writing skills for students who are learning English. Students learning English will develop fundamental reading skills with the rest of their classmates and receive student-driven and teacher-directed personalized learning. Student placement and progress monitoring are built into the Lexia web based program. Students can work independently to develop critical reading and language skills through individualized, motivating learning paths. All students regardless of their skill level, can work at their own pace and the teacher is notified through reports and email when a student needs support.

i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom. i-Ready:

- Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need

- Enables educators to confidently determine each student's on-grade level proficiency based on state and national standards

- Delivers online lessons that provide tailored instruction and practice for each student to accelerate growth

- Supports teachers with in-the-moment resources for remediation and reteaching at individualized, small group, and whole class levels of instruction
- Is research-based and proven to work—students who use i-Ready Personalized



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is research based and proven to work. Students who use i-Ready Personalized Instruction make remarkable learning gains  
Includes dedicated service and support at every step of the implementation journey through i-Ready Partners

7-12 will utilize teacher-made content that is standards-based. They will utilize Virtual Arkansas content and APEX along with IREADY at Grades 7 and 8 and IXL at grades 7-10.

Ongoing professional development will be offered as support for teachers throughout the year. Virtual teachers will meet on a regular basis with the principal and the curriculum supervisor in a PLC for support in working with virtual students.

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.

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. Shirley teachers will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course for all grades.



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 has 20 Kajeets, 25 state hot spots and 32 T mobile hotspots to help provide internet access to all students that do not have internet access in their home. At this time, all of our students are able to access the internet in their home. The District will provide Chromebooks and or iPADS for all students K-12.

## 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.



Based on the data collected, our students' need, and support to work remotely, we will offer meals to virtual students to be picked up by parents weekly, mental health counseling, teletherapy from therapists as needed by students' individual needs.

We also will offer for students to schedule weekly sessions on campus with their virtual teachers. Teachers will zoom one to two days a week depending on the needs of the students. This can be daily if needed. Teachers will email and be available by phone or text during designated office hours. We will have a paraprofessional or intervention teacher that can assist students during the school day.

All Shirley School teachers have been trained in Mental Health First Aid. Teachers and instructional paras will participate in Seed Digging in June to help us with Social Emotional Learning. The Counselor will use Guide for Life at grades K-6 in Counseling Guidance Classes. Teachers at elementary will incorporate GUIDE for Life into their content. At the high school, we will have a 30 minute advisory daily where students meet with their mentors for Student Success Plan to address the whole child. Teachers and students will work on academics as well as social emotional learning and overall well being. Virtual Students will be invited to participate in these daily classes.

Virtual Students will be able to attend on campus on a regular basis when face to face interventions as determined by course progress or homework assistance as needed. The student and or parent will need to make an appointment with their virtual day within the daily virtual classroom time.

Students will come to campus to complete Unit tests as well as State required testing. Teachers will check on students who are not medically able to come to campus through zoom meetings, emails, phone calls on a weekly basis. The counselor and principal will also make regular contact with any student who is not able to come to campus.



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.

Teachers in grades K-6 will use Google classroom to monitor student assignments. All of the web-based programs that are being used by elementary students provide teachers and parents real time data that shows scores and the amount of time that a student spends on activities. It also lists the date when they completed the work. Teachers will use these reports to monitor student engagement.

Teachers in grades 7-12 will utilize the CANVAS LMS to monitor students in real time, which shows how much time a student has spent working on content and scores. Teachers and administrators will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content.

Teachers will zoom with students that struggle as requested by the students or deemed necessary by the teacher by analyzing the data. Students who struggle will be offered the opportunity to come to campus for focused one-on-one in person interventions.

Students whose grades fall below a 2.0 at progress report time will be encouraged to return to campus for full onsite instruction. Students who do not log in to the computer will be contacted by the principal, curriculum specialist, and/or superintendent and encouraged to return to campus

The District will use data from Iready Assessment at grades K-8as well as daily attendance/engagement to determine at progress report time (week 5, week 10, week 15 and semester) if students should be encouraged to return to campus. Virtual students in grades 9-12 are earning credits toward graduation. When a students grades in two or more classes fall below 65 at progress report time, students will be encouraged to return to campus for all or part of the day to receive additional support in order to be successful.





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

Shirley teachers at all levels communicate with parents and students on a regular basis. The District will host on-campus orientation for parents and students who choose the virtual option to help them understand how to access their students' work and keep up with their progress, how to utilize online platforms, and what to do if they need help with wifi or their device.

Progress reports are sent at regular intervals to keep parents and students informed of progress. Teachers email parents on a regular basis and communicate when their child's grades fall below a C in their class.

Tier 1 interventions are provided in the classroom through differentiation in daily lessons as needed. Students who continue to struggle will be provided the opportunity to come to campus for small groups and one-on-one instruction for Tier 2 and Tier 3 interventions. If they choose not to come to campus, teachers and paraprofessionals will schedule regular zooms for individual help with assigned activities.

Students who need interventions will be identified by progress monitoring done by teachers using daily grades as well as test scores. Students and teachers will utilize IREADY personalized learning which identifies and groups students for tiered interventions. These interventions can be done by the teacher or paraprofessional in a small group or through the personalized learning pathway generated by IReady. If students are still not successful, teachers will start the RTI process just as if students were on campus.

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



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Students who do not attend the zoom meetings will be progressed monitored using the built in progress monitoring system in Lexia and IReady. Teachers will also assess skills using google survey at the elementary level through google classroom.

High school students will be assessed using the built in assessments in Canvas and Virtual Arkansas Content.

Elementary teachers will use progress monitoring with IREADY personalized learning. Moby Max and IXL have built in assessment within their platform as does the Lexia intervention system. Teachers will use informal assessment through weekly zooms.

Students in grades 3-8 will be assessed on an interim basis using IREADY. Remote students will come to campus for the three testing windows to complete the Math and Reading Assessment (September, January, and April) Students in grades 3-8 will use the IREADY personalized learning platform to address weaknesses identified on the assessments.

Virtual students in grades 3-10 will be required to come on campus to take the ACT/ASPIRE tests as scheduled by the District Test Coordinator.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

Students in grades 9-12 will be required to come to campus to complete unit and chapter tests for Concurrent Credit Classes. All students will complete unit tests during assigned times. Students will be monitored with a web camera and Go Guardian to ensure academic integrity.



be provided to digital learning students.

The district will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.

3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring.

Interventions - Dyslexia services will be provided to students by district



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interventions. Dyslexia services will be provided to students by district interventionists if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing. The District has 5 identified students with Dyslexia at this time.

The interventionist will work with both on site and remote students using Phonics First and Take Flight. The interventionist will ensure that all programs are taught with fidelity. The interventionist will attend Take Flight training this summer. Interventionist will teach students who are on site and remote students at separate times unless requested by students to be at the same time.

All elementary literacy teachers and all special education teachers are trained in Phonics First and they use that in their daily lessons and as our core curriculum at K-2. The district also used Lexia to enhance phonics and literacy instruction.

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.

Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort.



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



For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate identified student participation in the district gifted and talented program. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule. The GT teacher provides activities and assignments virtually through Google Classroom with a regular scheduled check in time on Mondays of each week. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. This participation may be virtual or remote, depending on the service or opportunity. Virtual Teachers will be supported by the Arch Ford Gifted and Talented Specialist.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

All current 7-12 grade teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option.

The following AP courses will also be available to grade 11 and 12 students through Virtual Arkansas: AP Environmental Science, AP Calculus, AP English Language, AP English Literature, AP US History. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The following concurrent credit courses are available to 11 and 12 grade students through Virtual Arkansas and Arkansas Tech University. Composition 1, Composition 2, World History, Speech, Music Appreciation, Art Appreciation, College Math, College Algebra.

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services



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Approval standards will be maintained for virtual services.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

<https://mail.google.com/mail/u/0/?pli=1#inbox/FMfcgxwLtZnhWJzxCdLTjwnLGMFKXlbZ>

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



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Shirley School has two certified ELL teachers that will provide accommodations as identified in the LEP for ESOL/ESL students.

Virtual Arkansas courses provide accessibility tools to support ESOL/ESL and the teachers will provide the needed accommodations/modifications per the individual LEP.

## K-6 Digital Program

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. Communication with families will be in a language and manner families will understand. At this time the District has 1 student who identifies as English Learner. That student will attend on campus.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

During virtual learning, students who have been identified as needing ESOL/ESL supports will be served through Zoom or will be given the option to come on campus for support. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists.

Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

## 7-12 Digital Program

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the teachers regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

For students choosing your virtual option, complete the following to describe how ELD services will be provided:





# LEA INSIGHTS

We have two certified teachers in the district who can provide services for students identified in need.

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



# LEA INSIGHTS

The district will ensure that the needs of virtual learners requiring Special Education services will be met. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education.

Shirley teachers will provide accommodations and modification for students per the individual student's IEP. Special Education Teachers will meet with virtual SpED students as required by individual IEPs through Zoom or on campus meetings.

Special Education teachers will have dedicated time to work with Virtual Special Education students. The speech pathologist will schedule zoom sessions to provide speech therapy to students through one to one or small group instruction. Based on progress monitoring data, students needing Special Education services may be recommended to meet face-to-face with district special education certified staff.

During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. The district has purchased N2y curriculum for students with special needs. Teachers also have access to all of the digital content available for all students.

Special Education students will come to campus for SPED evaluations. Conferences will be by zoom or in person in the District PD lab as requested by parents. If students choose to meet by zoom, the special education teacher will meet with them on a regular scheduled basis and provide one to one or small group interventions and homework assistance. The Special Education teacher will monitor the work of special education on a daily basis.



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.

The programs used at elementary have built in accommodations that will be used by regular education teachers as well as special education teachers. The school will work to ensure that there are no barriers to learning.

Virtual Arkansas courses meet the guidelines of IDEA and Section 504. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning. Shirley teachers will be trained to assist students in using these accommodations.

## Teacher Supports

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



# LEA INSIGHTS

Based on the data collected, the District has identified that teachers need dedicated time to teach remote students that is separate from the time to teach on site students. We will provide that time by designated a .5 FTE teacher for K-2 and a different .5 FTE teacher for K-6. Teachers at grades 7-12 will have a daily dedicated class period for virtual instruction.

At the elementary level, the teachers will be given daily planning time to prepare lessons just like that of the on site teachers. The elementary teachers will not be required to do recess duty, so they will have that additional time for classroom zooms and planning. Each of our programs have built-in supports and the elementary media specialist will be able to support all teachers both with the use of the technology and the software or web based application. Teachers have access to numerous digital programs with pre-built content aligned to the Arkansas state standards.

Shirley High School will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.

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?

By providing digital content for grades K-12 through a variety of sources, teachers will not have to develop all of their lessons for the digital format.

Teachers who are delivering virtual instruction will have time daily to prepare lessons for digital instruction.

## 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.

Shirley School does not discriminate against any student group (poverty, homelessness, migrant, foster care, and military connected students). All students will be given a school issued device to use for assignments on campus and off campus. Students and families who do not have internet access will be given the option of internet assistance through a local grant or a state or school issued hot spot. The school was able to make sure that all students had internet access for the 2020-2021 school year and will continue to offer access to all students.

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.

Students in grades K-8 will be scheduled to come to campus three times a year to complete IREADY assessments in Math and Reading. The students will meet in a classroom at the superintendent's office in groups of 10 or less to complete these IREADY assessments. The students will be monitored by the two elementary virtual teachers and the two librarians at the school. IREADY testing will be scheduled during a two-week test window at parents' convenience. K-2 students will be required to come onsite for screening and assessment required for dyslexia.

Students in grades 3-10 will be brought to campus to complete the ACT/Aspire tests 3 days. The District will run a second bus route on those days to provide transportation for those students that request it. Teachers will monitor those students for ACT/Aspire testing according to the guidelines for group size and what grades and subjects can test together. The days for ACT/ASPIRE will be posted on the District Facebook Page, District website, and emailed to students and parents. We will also make telephone calls to parents to make sure that they know the days that they need to test.

If students require special support to come onsite due to health reasons, we will provide separate cohort testing in a small group or individual setting with a vaccinated employee as needed.



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 look at daily grades, semester grades, Iready scores and grade equivalency as well as growth scores. The District will also use ACT as well as ACT/aspire test scores.

Virtual Arkansas provides Shirley school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email. Elementary teachers will communicate with parents at least once a week about student progress as well as keep grades up to date in HAC through eschool.

Students in grades K-6 will be using the Google LMS and students in grades 7-12 will be using Canvas. Both Learning Management System's have a parent app or email support that will contact parents with student progress on a weekly basis. Teachers will email, text or call parents at least two times a week and more often when students fail to meet their expectation. The principal and superintendent will also call parents when students fail to meet expectations. Parents will have access to student grades in eschool.

Virtual students and parents will have a separate orientation parent night to teach them how to use the technology and to make sure that they have viable internet so that students can be successful. The District Technology Coordinator is accessible to parents and students through email and phone call. He will provide the technology support needed by students within the same day that the request is made.

We will continue to gather stakeholder feedback on the effectiveness of the digital option throughout the year.



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)

Shirley teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course.

### Elementary Parent Communication

1. Learning platform MOBYMAX has a parent portal. However, parents must login as the student. They then can see an overview of all subject areas and this view is the same for parents, students and teachers alike. Parents can also click on individual subjects and see grades for individual assignments but not necessarily a percentage.
2. HAC-- Parents are given access to the HAC system that are more detailed and provide an overall percentage for each subject area.
3. Reports from eschool--I use reports from eschool that show missing assignments and also detailed summary with percentages. This is used more frequently because it includes work from other platforms such as IXL that parents do not have access to for grades.
4. Email--This method uses reports that are sent or message updates to parents with working emails reflecting grade information.
5. Phone/text--There are times when this method is used per individual parent request.

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

<https://drive.google.com/file/d/1-x9zIAOJVzF5hxsEIKcp2FZpC7bnqzby/view>

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

<https://docs.google.com/spreadsheets/d/1AYBpyUkvKUWHabac10JEVo18GXWI>

## Policies

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

[https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD\\_CH9whV9G/view](https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD_CH9whV9G/view)

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

[https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD\\_CH9whV9G/view](https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD_CH9whV9G/view)

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

[https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD\\_CH9whV9G/view](https://drive.google.com/file/d/1I4Sm6aQbZ3E9xIffB3URpTD_CH9whV9G/view)



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