Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Springdale School District (7207000)

School Year 2021-2022

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 #:	7207000
Superintendent:	Jared Cleveland
Email:	jcleveland@sdale.org
Phone:	(479) 750-8800
Duration Requested (not to exceed five years):	5 Years (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7207059 - Bayyari Elementary School	k-5	Asynchronous / Synchronous	Blended (Hybrid)	CMS
7207057 - Bernice Young Elementary	k-5	Asynchronous / Synchronous	Blended (Hybrid)	CMS
7207040 - Elmdale Elementary School / 7207053 - George Elementary School / 7207058 - Harp Elementary School / 7207063 - Hunt Elementary School / 7207044 - John Tyson Elementary School / 7207041 - Jones Elementary School / 7207071 - Linda Childers Knapp Elementary School / 7207065 - Monitor Elementary / 7207050 - Parson Hills Elem. School / 7207068 - Sonora Elementary School / 7207051 - Thurman G. Smith Elem. School / 7207064 - Turnbow Elementary School / 7207052 - Walker Elementary School / 7207046 - Westwood Elementary School / 7207066 - Willis Shaw Elementary Sch	K-5	Asynchronous / Synchronous	Blended (Hybrid)	CMS
7207055 - Helen Tyson Middle School / 7207061 - Hellstern Middle School / 7207054 - J. O. Kelly Middle School / 7207069 - Sonora Middle School	6-7	Asynchronous / Synchronous	Blended (Hybrid)	CMS
7207047 - Central Junior High School / 7207048 - Southwest Junior High School / 7207070 - Lakeside Junior High School / 7207060 - George Junior High School	8-9	Asynchronous / Synchronous	Blended (Hybrid)	CMS
7207049 - Springdale High School / 7207062 - Har-Ber High School	10-12	Synchronous	Blended (Hybrid)	CMS
7207042 - Robert E. Lee Elem. School	K-5 (JD Rollins Elem)	Synchronous	Blended (Hybrid)	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.
				Request Waiver-
				A student in a blended or remote environment who is not physically present on campus will be marked present if the student stays engaged in the learning.
				The district definition of Engagement- A student logs in weekly to the learning platform and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.
				Extenuating circumstances that require longer periods of time to complete assignments, the building administrator or lead designee will work with the student and family to create a student success plan.
				AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.
Class Size Number of students:	1-A.5	DESE Rules	6-17-812(a)(2)	

Waiver Topic	Standard for Accreditation	Division Rules Governing Class Size and Teaching Load	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Request Waiver- Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size. This may occur in cases such as master schedule conflicts, digital meeting platform conflicts, student program of study conflicts. Grades 11 and 12 Teachers in grades 11 - 12 who teach a digital class should consider these courses as large group instruction and can have one or more classes that are larger to bring the educator's overall number of students to 150 or the number identified below. Students may work onsite with the teacher if support is needed. High school teachers can have an overall teaching load equivalent to an average of 5 students per digital period. For example, if an 11th-grade teacher has 2 digital classes he/she can have approximately 160 total students. Grades K - 10 Elementary, middle, junior high, and 10th grade will not exceed the DESE rules for class size.

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.
Teaching Load Number of students: 180 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	

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.
				Request Waiver- Only in the Hight Schools all others will follow DESE Rules.

The Districts may exceed class size when a digital class approach is the instructional delivery method. This will be for a specific class time and for specific groups of students that are receiving their instruction through technology-based approaches, or for staff providing instruction primarily through technology-based approaches Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction.

Teachers in grades 11- 12 can have an overall teaching load equivalent to 5 additional students per digital period. For example, if an 11th-grade teacher has 2 digital classes he/she can have approximately 160 total students. A total teacher load will not exceed 180.

This request would include a waiver of:
A.C.A. § 6-17-812 - Compensation for teaching more than the maximum number of students permitted. This will only occur in an extreme case and the teacher(s) will be notified. For example, if a teacher had one blended/remote class and they had 33 students that wanted to take computer science and there is no one else to teach the class, then adjustments would be made for the teacher to teach 33 students in the online course bringing the teachers numbers to 153. |

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	

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.
				Request Waiver- The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when blended/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students in a blended/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.

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			Request Waiver- Students in a blended/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.
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)	

LEA INSIGHTS

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.
				Request Waiver- Request to waive the DESE rules governing physical activity standards for students in a blended/remote setting. The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.

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.

A blended student- a student in 11 or 12 grade who takes onsite classes and at least one class online. The students will be eligible based on a set of criteria, program of study, and class availability.

Blended: Teachers who have a class where all students are learning online will provide asynchronous instruction and may meet synchronously with students to support them academically.

The district definition of Engagement- A student logs in weekly to the learning platform and submits assignments according to specified due dates. An adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.

For students to continue in a blended learning model
● Students must engage in the class as per the district definition of Engagement..
● Students must maintain passing grades
● Students must take all state-required assessments

To ensure a guaranteed and viable curriculum and equitable learning experience will be provided to all students using Edgenuity, or teacher developed units of instruction, that align with Arkansas' Academic Standards. The Edgenuity platform provides state approved digital classes.

Many courses where a lab or hands on delivery method are used regularly such as but not limited to CTE, Band, Choir, Art, etc will be offered onsite. The district will make every opportunity to support students if unique situations arise.

Springdale ensures a guaranteed and viable curriculum where each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas

Communication with students and parents about blended opportunities will be provided during the creation of student schedules, virtually, or face-to-face after the district DLP is state board approved.

Teachers and students monitor task completion and mastery of the standards as students in onsite classrooms. Teachers will provide feedback through the CMS. Teachers will be available throughout normal school hours. Teachers will be available for appointments on an as needed basis.

A remote student - a student learning from home based on a leadership approved situation.

Remote learning will be delivered asynchronously and students may receive synchronous supports on the days they are not attending onsite. Lessons are designed where content and instruction are provided in the lessons. When students are onsite, they can seek additional support from teachers.

To ensure a guaranteed and viable curriculum and equitable learning experience will be provided to all students using that align with Arkansas' Academic Standards.

Springdale ensures a Guaranteed and viable curriculum where each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas

Communication with students and parents will be personalized for each student and will be ongoing based on student needs.

Teachers and students monitor task completion and mastery of the standards as students in onsite classrooms. Teachers will provide feedback through the CMS. Teachers will be available throughout normal school hours. Teachers will be available for appointments on an as needed basis.

In rare situations where students receive instruction synchronously, students will be required to attend class. If a student misses more than three consecutive scheduled Zoom meetings, they will be required to have a parent meeting and the option of blended/remote learning may be removed. This would mean the student is not meeting the district definition of engagement.

Click Here to see Lesson Design Checklist
https://docs.google.com/document/d/1KDluscoRboRTFrZsksXuOjYNFnozqtmu_xUR_rpfaRA/edit?usp=sharing
Click Here to see how to design a quality lesson on Google Slides
https://docs.google.com/presentation/d/1JB7-G3g9yLD6ijlKfOAxrM7jPdivZ1txGSles5ULtP8/edit?usp=sharing

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.

Blended -a student in 11 or 12 grade who takes onsite classes and at least one class online. The students will be eligible based on a set of criteria, program of study, and class availability.

Teachers will have a dedicated period for online class and can provide support for students if it is needed. Teachers will use Edgenuity or teacher designed lessons as the online platform. Teachers will have training on the Content Management System (CMS). as needed.

To ensure a guaranteed and viable curriculum and equitable learning experience will be provided to all students using Edgenuity, or teacher developed units of instruction, that align with Arkansas' Academic Standards. The Edgenuity platform provides state approved digital classes.

Many courses where a lab or hands on delivery method are used regularly such as but not limited to CTE, Band, Choir, Art etc will be offered onsite. The district will make every opportunity to support students if unique situations arise.

Springdale ensures a guaranteed and viable curriculum where each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas

Communication with students and parents about blended opportunities will be provided during the creation of student schedules, virtually, or face-to-face after the district DLP is state board approved.

Teachers and students monitor task completion and mastery of the standards as students in onsite classrooms. Teachers will provide feedback through the CMS. Teachers will be available throughout normal school hours. Teachers will be available for appointments on an as-needed basis.

Blended Eligibility-
All students are required to be onsite for some period of time and have the option to learn in a blended environment if the students meet the eligibility to participate in a blended learning model and be in good academic standing. The student will submit a completed request form for the blended learning model to their building administrator or counselor for approval.

The student will be in good academic standing
i. If previously in a blended or virtual model
●Passed all classes
●Attended class in person or virtually at least weekly
●Participated in all state-required assessments

ii. If entering the following grades
●11th - must-have previously earned at least 12 credits,
●12th - must-have previously earned at least 18 credits

iii. Continue in a blended learning model
- Students must attend at least weekly
- Students must maintain a passing grade.

 An appeal process for parents/students will be available. This process will go through the building principal or building committee.

Remote-Remote learning will be delivered asynchronously and may have synchronous components to support students on the days students are not attending onsite. Students can seek additional support from the teacher while onsite or virtually. District curriculum is available in most subjects for teachers to deliver through the Content Management System (CMS).

Students in remote programs have similar learning experiences as those students onsite where possible. Springdale ensures a guaranteed and viable curriculum where each student will receive a comprehensive, equitable, rigorous, and standards-based education, across all grade-levels, in all subject areas. Edgenuity, Lexia, and district designed lessons involve curriculum that has instructional strategies embedded. Additionally, the teacher will provide quality feedback to move student learning forward.

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.

Blended -a student in 11 or 12 grade who takes onsite classes and at least one class online. The students will be eligible based on a set of criteria, a program of study, and class availability.

Online classes in this environment will be asynchronous and may have synchronous support.
The teacher teaches all classes online.
A teacher teaches some periods online and some in-person with designated periods for both. For example 1 plan period, 1 PLC, 4 onsite, 1 online

Remote- A case where a student is learning from home based on an approved situation.
A teacher teaches a class in-person and may have students who receive content and instruction asynchronous through the Content Management System (CMS).

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

Families are critical for student success in a Blended/Remote setting. In many cases, family members will act as the academic coach for the student.

Teacher Instruction
Teachers will facilitate students working in Edgenuity or teachers will upload teacher-designed lessons. Weekly formative assessments will be given to students according to Edgenuity lessons. When appropriate with teacher-created lessons, assessments will be used weekly. These assessment technology tools may include EdPuzzle, Padlet, Jamboard, Seesaw assessment uploads, Google Forms, etc. Teachers will make contact with students a minimum of once a week.
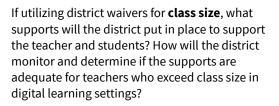
Interaction
Students in a Blended/Remote learning model will have the opportunity to interact with their peers and the teacher. Parents/Guardians need to reinforce interaction. Students will be required to make contact at least weekly with the teacher and keep up with class assignments. Student collaboration is strongly encouraged using Edgenuity, Google Classroom, or Seesaw.. Additionally, teachers will provide regular feedback to students and parents/guardians on weekly assignments. Furthermore, every nine weeks teachers will provide an overall report to parents/guardians. Weekly, students may upload videos discussing their learning. In some cases, other forms may be used such as emails, Google Docs, Google Draw (https://sites.google.com/sdale.org/springdaleschoolsreopening/graphic-organizers?authuser=0), etc.

The frequency with Blended/Remote students.
A student in a Blended/Remote environment who is not physically present on campus will be marked present if the student can demonstrate they are engaged in learning. However, the expectation is that teachers will also make contact. The number of days will be determined by the lesson design. The minimum expectation is weekly; but, in many cases, students may need access synchronously more frequently. Parent/guardian support and coaching will be encouraged.

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

The district will be utilizing district waivers for class size and the district will put in place teacher and student supports?

Class size waiver will be restricted to an online class setting. Teachers will be provided with a CMS (Google Classroom, Seesaw, Schoology), Edgenuity, district curriculum, instructional specialists as needed, and instructional facilitator as needed. CMS training will be provided prior to using the system. Ongoing, job-embedded professional development will be provided as needed.

The district will monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings.

Initial in-district training and professional development will include providing teachers with contact numbers (district technology leads and district technology specialists) for additional support. Additional contacts will include building leaders and instructional specialists) Grades will be pulled each quarter to determine if students or teachers need additional support. This information will be used to assess the class size ratio to ensure student success.

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

Blended-Teachers can have up to 5 extra students per class period if the class is dedicated to a digital (online) setting. Teachers will be given professional development on how to use the CMS and requirements for digital (online) learning. Asynchronous expectations will be outlined for district consistency. Synchronous opportunities will be outlined to support students.

Schools will pull D and F reports, attendance reports, and assessment data to determine if students need additional support. If teachers feel they are not successful in teaching digital (online) classes instructional facilitator support will be given. If Instructional facilitator support does not help, other teachers may be asked to take on the digital (online) role.

Teachers with a large number of students needing extra support or in situations where lesson designing support is needed will be assigned additional support such as instructional facilitator, Instructional Assistant, or buildings can reach out for district support.

Technology / Platforms

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

The district uses Clever a Single Sign On (SSO) Platform. -Cleaver is easy to use and provides secure access to digital(online) learning resources. Students, families, educators can single sign-on to seamlessly integrate from one platform to another.
Access information here regarding Clever
(https://docs.google.com/presentation/d/1Vb0gZZKCi3n0nr_Cgs5WeLd-_nZ4BOSFICzyUF9jWmQ/edit?usp=sharing)

CMS will include:
Seesaw (PreK-2)- Remote

This CMS is compatible with Google Classroom and contains features that are very similar to Google Classroom so that families with students enrolled in multiple schools in our district should not have difficulty switching between platforms. This platform is more user-friendly for small children and provides a digital environment that is more suitable for PreK-2 learners. This platform also allows for extended family interaction.
School and Family Support Information.
(https://docs.google.com/document/d/1_cg8vDQdeWOIMvt7lEZ-w-emcedPKtPcWBGxn0Nt4Uo/edit?usp=sharing)

Google Classroom (3-12)

All classrooms (K-12) will utilize Google Classroom as their CMS.
School and Family Support Information for Google Classroom
(https://docs.google.com/document/d/1KfjVM1YDtjnZXw_zZvFKw_U4ZluSn03aWhBGCrpezCY/edit?usp=sharing)

Schoology pilot teachers

Schoology is a social networking service and virtual learning environment for K-12 schools that allows users to create, manage, and share academic content. This cloud-based platform provides the tools needed to manage an online classroom.
School and Family Support Information for Schoology and other CMSs
(https://docs.google.com/document/d/16GiZyXJtYIDVubeuUli9XKfcLqMA5huYza3jRCp3Kuw/edit?usp=sharing)

CMS extensions and supports will include:
Lexia (K-7)
Edgenuity (10-12)
Springdale School Blended/Remote Curriculum (K-12)

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

Digital Content-
Lexia (K-7)
Edgenuity (8-12)
Springdale School Blended Curriculum (K-12)
EdPuzzle(K-12)
Screencastify (K-12)

● Parent and teacher videos are provided to support students.
● Teachers have PD and PLCs to learn about new platforms and content tools.
● Instructional Facilitators (IFs) and Instructional Specialists (ISs) are available to provide one-on-one teacher support.

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.

Teachers have the option of ZOOM or Google Meets to hold synchronous student support meetings. These communication software are available to students through their school-issued devices.

Teachers will use these platforms to allow students to virtually participate in one-on-one meetings or to work in small group settings.

These platforms will also be used to provide additional services to students who receive services such as speech therapy, physical therapy, occupational therapy, etc.,

Teachers and students can also use Seesaw and Screencastify to capture teaching, learning, and video sharing. These tools can also be used as an assessment tool.

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 distinct will provide a device (Chromebook or IPad) for students in a blended/remote setting.

The district will provide Hotspots to students who need internet access. This process starts at the building level and the technology staff will monitor and support the devices.

The district also has a list of locations students and families can access the locations.

Students can also contact their school if on site access is needed for learning.

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.

For students in a blended environment, meals will be provided onsite and students can access meals daily on campus. Furthermore, the District requests the flexibility to provide meals to be taken and consumed offsite. This will support remote learning days and if needed will allow for social distancing.

The district also has supplemental resources to support students and families: the Treehouse Pantry, Backpack programs, Snack Pack program UAMS food grant partnership, NWA food grant partnership, and district social workers fund for families in food crises to assist students in severe cases as needed. Additionally, McKinney Vento Grant can assist qualified families.

In remote cases, students will pick up meals at the zoned school. However, personalizing each student's unique needs may mean they pick up their meals at a different location.

Students will be required to make onsite or digital contact at least once a week. If food insecurity or physical or mental health issues are detected, the student or family will be paired with a social worker to provide support. Springdale Schools has a list of community supporters who can help support the whole child.

If the student does not make contact based on these expectations, an administrator, counselor, or social worker will be brought in to make communication with the student/family. This contact can be made digitally, face-to-face, or in extreme cases a school resources officer may be brought in to assist with family contact.

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

The district wants to ensure each student's success in a learning model that best suits their academic needs. Requirements to access blended learning and ongoing checkpoints will help ensure student success.

A student must be in good academic standing to participate in an online blended class.

Blended Eligibility-
● The students will meet eligibility to participate in a blended learning model and be in good academic standing. Note attendance below does not include COVID related absences.
The student will submit a completed request form for the blended learning model to their building administrator or counselor for approval.
● The student will be in good academic standing
   i. If previously in a blended or virtual model
     ● Passed all classes
     ● Attended class in person or virtually at least weekly
     ● Participated in all state-required assessments
   ii. If entering the following grades
     ● 11th - must-have previously earned at least 12 credits,
     ● 12th - must-have previously earned at least 18 credits

● Continue in a blended learning model
   i. Students must attend at least weekly
   ii. Students must maintain a passing grade.

● Unique situations may arise and will go through the building principal for review.

Struggling Student
The District will provide extra support to students and families struggling with engagement.
Teacher support: Teachers will set up a time to meet digitally or onsite with parents/guardians. Parents/guardians will be provided information about the importance of school and the requirements to remain blended/remote. Student academic success should be the focus.
Counselor and/or support designee support: If a second level of support is needed a counselor or designee will see if there is a family need. This could be security, food insecurities, or health support. SEL support and instruction will be provided to students both onsite and remote.
Administrator support: As a last level, principals will set up a meeting with parents/guardians. A last chance agreement to remain blended/remote will be signed. If a second meeting is needed to engage students with the learning, students may be required to return onsite instruction

Teacher Support
During PLC time, counselors and social workers can be available to support the welfare of students by providing strategies to identify and respond/support

welfare of students by providing strategies to identify and respond/support behavior and mental health concerns for virtual students. When staff members observe student behaviors that lead to health and wellness concerns they may refer to these resources. In addition to physical health services available through the district's Community Clinics, mental health services are also available through Ozark Guidance Center and other community partners.

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

State assessment data such as MAP, ACT Aspire, and Reading Assessments, etc will be used to determine if a student needs an academic response to intervention.

Schools will use instructional assistants, tutors, GT teachers, Behavior Support Personnel, ESOL teachers on special assignments, SPED teachers on special assignment, support teachers, etc, to determine academic content strands and then provide small group or one-on-one individualized student support based on areas where students are close or in need of support. Students may then receive services onsite, through Zoom meetings, or by way of Content Management System (CMS) assessment tools.   The Northwest Arkansas Educational Service Cooperative Specialists will be an extra resource for teachers and students.

Support students in being college and/or career ready, beginning in 8th grade, all students will develop and maintain a student success plan in collaboration with parents, advisory teachers, or counselors. The plan will guide the student along pathways to graduation, address accelerated learning opportunities, academic deficits and interventions, and will also include college and career planning components. Currently, the district uses the Naviance platform to facilitate the planning and to ensure students and parents have ready access to the plan.

Describe the district or school's formative assessment plan to support student learning.	Students will be assigned weekly assignments and/or assessments. These will be used to assess if students need support. Additionally, MAP, ACT Aspire, Reading Assessments, etc will be used to determine if students need learning supports. Schools will use instructional assistants, tutors, ELD teachers, etc, to determine academic content strands students need help with. Students will then receive additional support while onsite, through Zoom meetings, or by way of CLM assessment tools. Many schools are using LEXIA for support reading, IXL for content support, Newsela is for differentiating reading levels. and other individualized academic tools that are designed to support students where they are in their learning.

Describe how dyslexia screening and services will

be provided to digital learning students.

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

Building Level Dyslexia Interventionists (BLDI) will provide grade-level and content-area teachers with training to better identify students that experience learning difficulties.K-5 BLDI's receive training in Phonic's First (https://brainspring.com/why-professional-development/?utm_source=mv&utm_medium=paid&utm_campaign=intent&gclid=Cj0KCQiA-OeBBhDiARIsADyBcE43HRhRM1pfEmEq3BZtPxjAiMXpNsC-eFZTdIQjGWVDFQlci4THproaAj2dEALw_wcB&gclsrc=aw.ds).

6-12 BLDI's receive training in Structures. In addition, all classroom teachers in grades K - 5 will all be trained on Phonics First and will receive training in how to connect this learning to students with Dyslexia. Teachers in 6-7 will receive Structures training to best support students with Dyslexia The district believes that all students should have experts in the field of reading and Dyslexia providing support.

Teachers in Grades K-2 will administer state-required screeners to remote students onsite when possible, to identify students who may demonstrate characteristics of dyslexia. Teachers or reading interventionists will administer Level I screeners to digital learning students in Grades 3-7 onsite.

Each school has a certified BLDI. The BLDI is responsible for screening for dyslexia markers and providing tier 2 and tier 3 intervention for students who have dyslexia marker flags. In addition, they support classroom teachers with tier 1 reading instruction.

Level I screening assessments include the following components:
   Phonological and phonemic awareness
   Sound-symbol recognition
   Alphabet knowledge
   Decoding skills
   Rapid naming
   Encoding skills

The School District administers the following Level I screeners in grades kindergarten through third grade:
   Phonological Awareness Screening Test (PAST)
   NWEA Skills Checklist
   Arkansas Rapid Automatized Naming (RAN)
   Primary Spelling Inventory (PSI)

The following Level I screeners are administered to students who experience reading difficulty in Grades 4-8 :
   Phonological Awareness Screening Test (PAST)
   RAN
   Words Their Way Assessment

Words Their Way Assessment
Phonics First Survey

For older students in 9th - 12th grade, standardized assessments, such as ACT and ACT Aspire are used to allow a comparison of the student's performance on the individual components to other students of the same age and grade. The BLDI helps facilitate RTI meetings when teachers or parents have concerns about dyslexia markers with a student. If Tier 1 interventions are not successful, the District BLDI Lead will obtain parent permission and administer Level II Dyslexia Screeners. The BLDI will be responsible for providing tier II and tier III interventions for students who qualify for dyslexia intervention services.

Student Identification Process for K-2
(https://docs.google.com/spreadsheets/d/1w4ZKXDFSgekFg2eZTX30Gr4rbe2k0 6xQFIo1rU1-JRA/edit?ts=60705f2f#gid=0)
Assessing Students Grades K-12
(https://docs.google.com/spreadsheets/d/1p18iBInYVOV12tZozbkkEgnsCHjc3N df85ytvAbVem4/edit?ts=60705f5d#gid=1124660997)

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. Springdale School District uses the following Level II screeners for this purpose:
   Comprehensive Test of Phonological Awareness Processing
   Test of Word Reading Efficiency
   Gray Oral Reading Test 5
   Test of Written Spelling 5

BLDI District Leads or School Psychology Specialists will administer Level II dyslexia screeners to all grade-level digital learning students onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings, conducted via Zoom/Google Meet are available if necessary.

All BLDI's provide tier 2 and tier 3 dyslexia services for students with dyslexia markers are licensed teachers who have been trained in Brainspring's "Phonics First '' or "Structures" program. The Brainspring Programs do not include digital resources; however, interventionists use technology tools such as Screencastify, Nearpod, Seesaw, and Google Classroom to create their own digital resources such as word lists, sentences, and red words. In addition, dyslexia interventionists schedule synchronous meetings with students to provide intervention The school district ensures every student has access to a technology device and internet access at home.

Every elementary and middle school in the Springdale School District has a trained certified teacher that provides intervention to students that flag for dyslexia markers. The Director of Student Services serves as the district's dyslexia contact and facilitates reading interventionist PLC meetings monthly. This time is used to collaboratively analyze results from Level 1 and II screeners and determine the next steps for instructional strategies. Professional growth

and determine the next steps for instructional strategies. Professional growth opportunities are also included in these PLC meetings and include book studies, model lessons, and resource sharing, At the end of each school year, these meetings are dedicated to ensuring smooth transitions between buildings for students with markers of dyslexia. Progress monitoring results are maintained in a shared drive, but this time allows interventionists to share other vital information about the students they serve, including attendance and discipline concerns, and areas of strength and interests. In addition, a dyslexia specialist, fluent in the Response to Intervention process, is available through the Northwest Arkansas Education Service Cooperative to provide training in administering screeners, analyzing and interpreting results from screeners, and determining appropriate interventions that are systematic, multisensory, and evidence-based.

Students with dyslexia represent a subgroup of all the students in school who experience difficulties learning to read. Parents and teachers typically refer students for dyslexia screening when they observe ongoing reading difficulties that cannot be attributed to typical factors as noted above.

These referrals are made to the Response to Intervention Team (RTI) at each campus.

The RIT analyzes various data sets including results from state-required Level I screeners, classroom and interim assessments, unedited writing samples, and the state's Dyslexia Early Indicator Checklist to determine the need for Level II assessments.

If data indicates the student's reading difficulties are likely due to dyslexia, the District BLDI Lead obtains parental permission to administer Level II screeners.

Level II screeners are administered and results are reported to reading interventionists for collaborative determination of characteristics of dyslexia.

Reading interventionists meet with parents to discuss results and determine interventions needed to support students with their reading skills.

BLDI's are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between parents and interventionists.

BLDI's will provide dyslexia intervention for both onsite and virtual students who demonstrate characteristics of dyslexia or who have been diagnosed with dyslexia by a medical doctor. Springdale Public Schools uses Level I Phonics First and Structures as its primary curriculum resource to support students. Digital learning students will be able to choose either virtual or onsite intervention sessions.

Zoom and Google Meet will be used by the interventionist to deliver synchronous sessions to those who receive services in a remote setting. These sessions are most often conducted in conjunction with onsite sessions to ensure program guidelines for engagement, group size, and length and frequency of

program guidelines for engagement, group size, and length and frequency of sessions are consistently implemented. These options provide a seamless component of the virtual learning experience. The video and audio provide fidelity of instruction is maintained in the virtual setting. Google Classroom enables interventionists to set up multiple classes, create classwork, and efficiently manage and assess students' progress while providing another communication connection with and among digital learners.

Springdale School District provides a hot spot for any student that does not have access to Wi-Fi at home. In addition, the school district provides a device for the student to access remote lessons. Use of all district devices is monitored and Bark/Go Guardian filters are in place to meet the provisions outlined in the Children's Information Protection Act.

The district is developing procedures to address attendance, student engagement levels, and parent commitment to blended and remote learning.

The district will also train at least two individuals to be teacher trainers for Phonics First and act as reading interventionists. These individuals can provide ongoing and individualized professional development also tapping into the state-focused book written by David Kilpatrick.

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

Gifted & Talented teachers will assist regular education teachers in providing learning activities that will support the content of the regular education teachers. Gifted & Talented teachers will be available via email, Google Hangout, or ZOOM video conferencing, or may keep virtual office hours to respond and assist any student, faculty, or parents/guardian who may need assistance.

The district will adhere to the GT Rules:
https://dese.ade.arkansas.gov/Files/20201102110215_
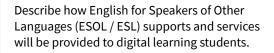Gifted%20and%20Talented%20Program%20Approval%20Standards%20ADE%2
0080.pdf

The district will follow the requirements from GT Program Approval Standards for K - 2 whole group enrichment options, delivery by appropriate teachers, and documentation of student actions/responses for use in the formal identification and placement process. This will be in the form of virtual extension opportunities where students can find items of interest that they would have received in a traditional setting.

Approved programs will meet for a total of 150 minutes a week during the regular school day for grades 3-12. Grades 3 - 7 will be synchronously with students in both group and individual based on students' GT needs. In grades 8-12 students if students are not on site, 150 minutes are met in pre AP, AP, and IB classes in a blended setting (virtually). Additionally, a GT teacher in each building meeting with students throughout the year to personalize their learning.

The program options provided to digital learning students are equitable to blended and onsite students as each student is provided a computer and hotspot if needed. Furthermore, referrals for virtual students who are not already placed in the GT program will be processed in accordance with all requirements from GT Standards and in accordance with the district procedures for determining if GT services are needed, and that other program requirements from GT Program Approval Standards that apply to digital learning services.

Gifted & Talented students may also have their social-emotional needs met in a small group, 1 on 1, or a large group in a virtual setting or an individual phone call with the Gifted & Talented teacher.

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 teacher help, virtually designed lessons with instructional supports, Edgenuity platform supports, and instructional videos.

Daily English Language Development (ELD) classes will be offered synchronously or asynchronously by qualified ELD teachers.

Additionally, teachers will be available via email, Google Hangout, or ZOOM video conferencing, Teachers may use the Talking Points App or Google translate for translation and communication with parents.

Additional support from building and district-level multilingual staff may be used if needed. Students will receive English Language Development as part of the language learning aligned with their daily schedules.

English Language Learners
Furthermore, the district has blended or remote lessons to support students with English Language Development (ELD). These lessons were created by district teachers and district English as a Second Language Teachers on Special Assignment. These lessons are designed to be done by a whole group but have embedded technology tools to support the students when working independently.

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

Students with disabilities have a Student Contingency Learning Plan in their Individualized Education Plan (IEP). This contingency plan will go into effect if the individual student is a remote/blended learner or if the class, school, or district pivots to AMI learning.

The contingency plan is specific to individual student needs and takes into consideration how their disability impacts their ability to successfully interact during Blended/Remote learning.
This plan addresses deficit areas and the support needed specific to a student while the student is Blended/Remote.

The IEP team will develop a plan that will address how each student will be best served during Blended/Remote learning through specific
● accommodations/modifications,
● service frequency,
● service delivery methods (ZOOM, Google Classroom, home packets, etc.), goals, and
● transition needs.

Teachers will have specific office hours for student/parent communication and to offer instruction when needed. When packets are needed, students can access instruction in addition o the assignments through this format.. Students will be able to use this time to ask any specific classwork questions or to get help with technology issues. The Student Contingency Learning Plan can be used for any situation that might arise which would make in-person learning difficult or impossible.

Students with Special Needs
Additionally, the district has blended/remote lessons for students with special needs that take the Dynamics Learning Model (DLM) assessment. These were created to address visual arts, music, health & PE, and Computer Science. The Activate, Reflect, and Create (ARC) lessons were created by a district special education specialist and are available to anyone. Training for teachers and families will be one-on-one as needed

https://sites.google.com/sdale.org/adaptivearcedu/adaptive-arc-edu

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.

- Edgenuity has a digital platform supported with instructional videos.
- The district purchased EdPuzzle to support student self-assessment throughout their blended/remote and virtual lessons.
- Screencastify is used by teachers to provide instruction and it is used by students to record their learning.
- Lessons are also designed with audible options for students to hear lessons.
- Sentence frames and sentence starters are used to help students with writing or discussion prompts.
- English Language Development (ELD) lessons are created to support students in a blended/remote learning environment. ● Students can work at their own pace in a personalized model.
- Newsela is used by teachers to allow reading levels to be adjusted for students without the loss of content/standards.
- Jamboard and Padlet are used to assess student learning and for students to self-assess their learning.
- Google Draw is used by teachers so that students can work at their own pace and show understanding of concepts.
- Seesaw is used by students in K-1 grade, allowing teachers to assess student learning. This also provided parents/guardians with immediate feedback so they can help with their child's learning.
- Extended time can be used by any student as blended/remote learning to meet their academic needs

Families are critical in this process. The district created family support videos that are in three languages (English, Spanish, & Marshallese). These videos address the different learning platforms, learning tools, social worker supports, learning options. As the needs arise, additional videos will be created.

Teacher Supports

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

LEA INSIGHTS

The Northwest Arkansas Educational Cooperative assisted the district in outlining a digital plan. They set-up ongoing meetings to continue the support in a collaborative manner. During these meetings, an emphasis was put on supporting teachers in a blended/remote environment. The Coop has offered to provide support to the teachers and district as needed to support students at the highest level.

District Supports
- The district purchased Edgenuity for blended courses and will provide PD to use the platform.
- The district has content-created remote lessons that can be uploaded into a CMS. Teachers may use these materials or create their own.
- ELD lessons have been created to support students with their language development.
- Reading lessons were created by district teachers, instructional facilitators, and instructional specialists that align with the science of reading standards.

School Supports
- Lexia Core is used to personalize the reading needs of students.
- GT lessons were designed to enhance the learning options.
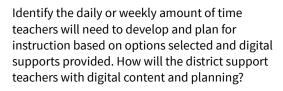
Instructional Facilitator/Instructional Specials Support
- Building instructional facilitators (IFs) or district Instructional Specialists (IS) will also work one-on-one or in Professional Learning Communities (PLCs) with teachers to help them design lessons, implement technology tools, or learn about new instructional tools.

Teacher Supports
- Springdale teachers are masterful in helping each other achieve. During the summer of 2021, lessons will be reviewed and assessed for consistency.
- Teachers will help with the designing of these lessons and work collaboratively to review grade-level standards and instructional strategies.

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?

All district teachers will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc.

Additionally, blended learners will use Edgenuity assigned to a teacher.. This teacher will have an assigned period that will allow the teacher to provide feedback and support to the student. The blended student(s) will work asynchronously through the materials.

Blended learning will involve teachers facilitating student access to assignments and quizzes. Teachers will also be required to respond to student emails to provide content help when needed. Teachers may create lessons that are loaded into their CMS for remote learners. These lessons will include instructional support. These lessons can be created during teacher plan times. Many lessons are already created and available on the district website.

The district has a curriculum website https://sites.google.com/sdale.org/curriculum that all teachers have access to that is organized by week or by Understanding by Design (UBD) unit. This site has teacher-created remote lessons that are in a Google Slide format to make it easy to use and easy to load into a CMS. If there are questions about the material, then building instructional facilitators or district instructional specialists can assist. However, there will be times when teachers need to collaborate or work independently. There may be times that the district supports teachers by giving them collaborative curriculum writing time.

Summer lesson designing will also be used in areas where the collaboration of lesson designing is not possible or the lessons have not previously been designed. The goal is to not add additional time or work to a teacher's regular teaching schedule.

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.

The district will ensure equitable access to opportunities for success for digital learner's needs including but not limited to: poverty, homelessness, migrant, foster care, and military-connected students.

The district is a 1:1 technology district. Funds have been invested in building the infrastructure necessary to accommodate the district devices. In addition, the community has worked together to map out spots of free internet access for the community in addition to providing individual hotspots for students who need it.

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

The district purchased Edgenuity and teachers have spent hours outlining and developing the P-12 curriculum. Teachers use highly engaging lessons in a digital platform. Many of the lessons are in the form of Understanding by Design (UBD). However, they were also created in weekly Google Slides lessons to be shared with students and families through Google Classroom or Seesaw. These lessons are designed to serve as a road map and potential timeline integration for teachers, families, and students to be able to determine the content that will be required for mastery of the standards.

Students will be assigned a district Content Management System (CMS) Google Classroom or Seesaw in the first week of school. Students can access their schoolwork through the CMS.

For remote students in grades K - 12, work will be provided asynchronously using Google Classroom or Seesaw. Teachers will provide additional support in synchronous virtual class meetings, response to intervention (RTI), and enrichment. In cases where small groups of students can come to campus safely, support and enrichment may occur.

For students in grades P-12, work for individual content areas will be available through Google Classroom, Seesaw, or sent via email. In extreme cases where students are without internet access, a home learning packet will be available that is grade level and content areas specific These packets will be aligned to the curriculum and online learning modules and will be picked up by the family, mailed home, or delivered to their home.

Teachers will provide support during the regular school day via email, Google Hangout, or ZOOM video conferencing to respond and support students.

Students will have the opportunity to pick up meals.

Counselors will be available to support social-emotional needs and to provide

Counselors will be available to support social-emotional needs and to provide academic support.

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 blended and remote students will be required to participate in state-mandated assessments. If state testing requirements change the district will determine if other options will be available to families.

Testing dates and requirements will be posted on the district testing website and shared through the district and school social media and sent to individuals through email. Parents/guardians will also receive automated phone calls from individual schools.

Students will come on-site to test based on identified grade bands established by the district testing calendar.
- Students will be distanced based on testing guidelines.
- Students will bring their own district-issued devices to test.
- 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.
- Students will be required to come onsite to test for the summative assessments and the interim assessments.

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 use a four-pronged approach to monitor and evaluate the effectiveness of the district's digital program.

● Schools will monitor students attendance
Teachers will keep ongoing attendance records
The teacher will monitor weekly and the school will review quarterly
Any issue that arises will be addressed immediately with the student and fam
In severe cases, if learning is negatively impacted students may be required to change learning models
Supports- The following videos are available to show the importance of attending school
English The district will use a four-pronged approach to monitor and evaluate the effectiveness of the district's digital program.

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Supports- The following videos are available to show the importance of attending school
English https://youtu.be/u1iUWi-kix4
Spanish https://youtu.be/0_t9DL2NX_Q
Marshallese https://youtu.be/b5oDPiiQZRk

● The school will monitor students grades
Teachers will keep ongoing records
The teacher will monitor weekly and the school will review quarterly
Any issue that arises will be addressed immediately with the student and family
In severe cases, if learning is negatively impacted students may be required to change learning models

● Schools will monitor student growth using mid-year formative assessments
Student growth will be documented and shared with parents/guardians.
Parents/Guardians will be given grade-level expectations and expected growth.
P - 7- the MAP assessment results will be shared with the student and their families by being sent home to parents/guardians or via phone call or ZOOM.
8-10 -the ACT Aspire Interim results will be shared with students and their families by being sent home to parents/guardians or via phone call or ZOOM.
These results will be used by the teacher and building administrator to determine the effectiveness of the learning model for each student.
In severe cases, if learning is negatively impacted students may be required to change learning models

● Monthly principals' meetings will be used to discuss the success of the program.
Surveys will be given to teachers and families at the end of each semester

Surveys will be given to teachers and families at the end of each semester seeking to know what is working well and what should be evaluated for improvement.

Spanish

Marshallese

The school will monitor students grades

Teachers will keep ongoing records

The teacher will monitor weekly and the school will review quarterly

Any issue that arises will be addressed immediately with the student and family

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Schools will monitor student growth using mid-year formative assessments

Student growth will be documented and shared with parents/guardians.

Parents/Guardians will be given grade-level expectations and expected growth.

P - 7- the MAP assessment results will be shared with the student and their families by being sent home to parents/guardians or via phone call or ZOOM.

8-10 -the ACT Aspire Interim results will be shared with students and their families by being sent home to parents/guardians or via phone call or ZOOM. These results will be used by the teacher and building administrator to determine the effectiveness of the learning model for each student.

In severe cases, if learning is negatively impacted students may be required to change learning models

Monthly principals' meetings will be used to discuss the success of the program.

- The effectiveness of the blended and remote option will be evaluated by giving surveys to teachers and families at the end of each semester seeking to know what is working well and what should be evaluated for improvement.

- To know if the program is successful students will have passing grades and the surveys will reveal positive feedback. Ongoing adjustments to the program will be made based on this information.

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 are instrumental in the academic success of their child participating in a blended/remote learning environment.
Click here to see the supports for families regarding technology.
https://docs.google.com/spreadsheets/d/1_S9A45vTRArvGC7OUwfCzEwRgNRU ypjLNlX9vO8_MOs/htmlview?
pru=AAABc8o6FGU*Z4k2wxGKKJyCdpWO7aQkxw&usp=gmail&urp=gmail_link#
Click here to see teacher information
https://docs.google.com/spreadsheets/d/1h1o3n7qinXnlZLubBTspeI-Yu-I_QmaVoUuWgPyDpTw/edit?usp=sharing

District
●Videos about the district CMS will be available to families to review key tools of the platform.
The links are available in multiple languages to meet the needs of Springdale's diverse learners. Families can access the videos after the parent/guardian has met the guidelines for acceptance in the blended/remote setting.
The district also has a strong English as a second language department, gifted and talented division, special education department, as well as strong 504 support. Individual concerns or issues will be addressed on an individual basis with the building administrators starting the process.
●The district will provide students with devices and provide connectivity as needed. Springdale will ensure equity among students. Principals send in a request to the district technology team and they send the device to the school to be given to the family. This allows a database to be kept. It also allows the district to see if additional family members are in the house in case more support is needed. No students would be without a device or internet connectivity.
●Districts will support students and families with any issues that arise with connectivity, technology, or devices. Families can contact their child's building administrator and the administrator will process their needs. If the building lab managers are not able to help then the building administrator will seek support from the district technology department.

Teachers
●Learning activities that involve family participation may be included in lessons.
●Ongoing support will be available via email or virtual meetings as needed to support student learning.

Families
●Families will be asked to help with assessments. For example, students may need to make a video of their understanding of concepts then upload it to the CMS. Families may need to assist students in the make and uploading of the assessments.
●Parents/Guardians may be asked to participate in face-to-face or virtual meetings. This may include student conferences, check-in meetings, 504 conferences, IEP meetings, LPAC meetings, etc.
●Families will need to support and help their remote child with any virtual therapy such as physical or occupational therapy if so identified in the students

therapy such as physical or occupational therapy if so identified in the students IEP or students contingency plan. An example would be, the physical therapists would create a set of exercises for a student to do. The therapists would go over them with the parents/guardians/family members and these individuals would help the student do the exercises. This would be true for the other therapies identified in a student's IEP.

⬤Parents/guardians will need to bring their child in for any required assessments.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1TGoOKgXER9weUNkPgg7qZaJs3Rneu9D
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/1MTJeaAY1tra8JeJDTrbH7lbOdyG2Yrta

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1Tvf3k1cPuSrx8tMIGWjlk_-JgvhrzTFxFDVN
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1Tvf3k1cPuSrx8tMIGWjlk_-JgvhrzTFxFDVN
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1Tvf3k1cPuSrx8tMIGWjlk_-JgvhrzTFxFDVN

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