



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Greenbrier School District (2303000)

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 #: 2303000

Superintendent: Darren Spainhour

Email: spainhours@greenbrierschools.org

Phone: (501) 679-4808

Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2303016 - Greenbrier Eastside Elementary	Kindergarten-12th grade	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2303023 - Greenbrier Springhill Elementary School		Synchronous		CMS
2303019 - Greenbrier Westside Elementary				
2303021 - Greenbrier Wooster Elementary				
2303018 - Greenbrier Middle School				
2303020 - Greenbrier Junior High School				
2303017 - Greenbrier High School				



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.
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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.
				<p>Greenbrier is requesting a waiver of attendance due to the asynchronous learning embedded in the plan and because a teacher of record is not taking attendance every day of the week to indicate a full school day of attendance.</p> <p>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the Greenbrier's Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software.</p> <p>District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create a personalized student success plan.</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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(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.
				<p>Class size limits will not be exceeded in K-5 and the waiver is not requested.</p> <p>We are not requesting additional waivers for class size for K-5. The Virtual Teacher provides virtual instruction to only students who are remote.</p> <p>Please note that at secondary, 100% virtual (online) or remote (distance) classes are considered large group instruction courses when allowed 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.</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.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	We are requesting the waiver. Research shows students in grades K-3 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.



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			<p>We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Edugenuity and Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours.</p> <p>Because asynchronous learning will take place K-12, we are requesting a waiver of the 120 Clock hours. Because virtual high school students in each class will not necessarily meet for 120 clock hours and therefore not meet high school units of credit, the district is requesting the clock hours waiver.</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.
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)	<p>We are requesting the recess waiver because Edgenuity will be the LMS and CMS for elementary students K-6. Therefore, recess will not be in students' schedules.</p> <p>We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.</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.



K-6 Digital Program

Greenbrier Academy K-6 Virtual students will utilize Edgenuity and Virtual Arkansas 7-12 courses to power our Greenbrier Academy (virtual option). Digital programs are separated into two categories: the K-6 Digital Program and the 7-12 Digital Program.

For Greenbrier Academy students in K-6th grade courses will be provided via Edgenuity. Edgenuity Instructional Services offers a rich and rewarding K-12 curriculum that will be customized to meet the unique needs of each student. Standards-aligned courses will be taught by highly qualified, state-certified virtual instructors who focus on providing the personalized attention students need. The District will identify a staff member to work as the Connection Coach: that will serve as the liaison for virtual families, Edgenuity, and the District. The Connection Coach will be the point of contact daily for the students and be monitoring their daily attendance. Each student will be required to have a Learning Coach (parent/guardian) that is expected to assist their child with the daily learning schedule and process. The District will work hand-in-hand with Edgenuity to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Our Connection Coach will be monitoring student engagement daily and inputting the attendance into Eschool as well as contacting the Learning Coach of any issues.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-2nd grade virtual students will be required to attend five days of synchronous sessions weekly and have the opportunity to participate in additional sessions based on student needs. 3rd-6th grade will be required to attend four days of synchronous sessions weekly and have the opportunity to participate in additional sessions based on student need. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills.



on core academics, the arts, health, physical education, and social skills. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. The courses do include the five essential components of reading instruction: Phonemic Awareness, Phonics, Vocabulary Development, Comprehension, and fluency. K-2nd grade courses are more focused on the bottom part of Scarborough's rope and working toward automaticity of decoding, encoding, and sight recognition with additional instruction on comprehension and vocabulary. A focus will be on the phonological awareness and phonics instruction for K-2nd grade. The curriculum is designed to help students master the art and science of reading. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress. Parents can see daily reports through the parent portal and contact the virtual teacher with any questions or concerns.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for small groups, one-on-one, and point-in-time interventions.

Special services will be coordinated between Edgenuity's Special Education Department, the Virtual Teacher, Learning Coach and the District Connection Coach.

Virtual Teachers are expected to interact with the digital content and individual students on a weekly basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities



LEA INSIGHTS

Enrichment Opportunities

Virtual office hours for support
Educational games
Interactive online quizzes

7-12 Digital Program

For Greenbrier Academy students in grades 7-12, courses will be provided via Virtual Arkansas.

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are required to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. Students and teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

6-12 Digital Program for Advisory

For Greenbrier Academy students in grades 6-12, advisory will be facilitated daily through synchronous sessions. Students will access digital content aligned with content students interact with onsite. Content could be resources for intervention, enrichment, social and emotional skills, student well-being, etc. Daily zoom sessions are required of students in alignment with the Greenbrier Academy/Virtual Student attendance policy.



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.



K-6 Digital Program

For Greenbrier Academy students in grades K-6th grade students in Greenbrier Public School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously.

7-12 Digital Program

For Greenbrier Academy students in grades 7-12, Greenbrier School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students are expected to fully engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

6-12 Digital Program for Advisory

For Greenbrier Academy students in grades 6-12, Greenbrier School District will utilize an online virtual remote delivery approach for students' required daily advisory period and zoom sessions. This approach will allow for teachers to streamline interventions and enrichment in a protected time during the school day while also supporting students' social and emotional well-being by including Greenbrier Academy students in school-wide SEL programs and implementation. This approach will also assist in meeting the social and emotional as well as academic intervention and enrichment needs of Greenbrier Academy students because they will be interacting with a Greenbrier staff member on a daily basis, participating in the community building, and receiving attention from a staff member whose mindset is supporting the whole child.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?

Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.



K-6 Digital Program

Greenbrier School District will be using Edgenuity and Virtual Teachers will be employed by Edgenuity and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role. The Connection Coach will have time during the instructional day to attend to the roles and responsibilities to assist students and families with Edgenuity as well as taking daily attendance. The Connection Coach is a district staff member who will be responsible for making contact with students and parents when there are any issues with attendance or learning. The Connection Coach is a district staff member who will interact daily with students through email, monitoring coursework and engagement, or synchronous sessions to ensure the student needs are met. Dyslexia interventions will be provided by our district Dyslexia interventionist.

7-12 Digital Program

Greenbrier School District will be using Virtual Arkansas for its delivery of instruction for Greenbrier Academy/virtual students in grades 7-12. Virtual Arkansas provides a fully certified Arkansas teacher of record while Greenbrier will provide the facilitator. Greenbrier's facilitators are computer lab managers/highly qualified instructional paraprofessional(s). Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. At Greenbrier high school, the highly qualified paraprofessional leads the Virtual Arkansas computer lab, and this is her sole responsibility. At Greenbrier Junior High School, the highly qualified paraprofessional manages the computer lab during designated class periods in the master schedule, and performs other classified staff duties throughout the remainder of the day.

6-12 Digital Program for Advisory

The selected teachers who will support Greenbrier Academy teachers through the advisory period could serve in a dual role, simultaneously having remote and in-person/onsite students. This will be based on enrollment numbers of Greenbrier Academy. If scheduling and enrollment permits, staff will be selected to be dedicated to primarily remote advisory support with no onsite students assigned to their advisory periods.



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



K-6 Digital Program

Greenbrier School District will be using Edgenuity for its delivery of instruction. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students will receive one-on-one learning opportunities to meet their individualized learning needs with Zooms required 4 days a week with K-2nd grade a daily synchronous requirement. Virtual Teachers will also have office hours where students may receive additional support or ask questions. Virtual teachers will utilize chat windows, zoom calls, and one-on-one instruction. Each week teachers send a grade report to the student and parent/guardian and initiate further contact with students demonstrating difficulties with course content. Parents have access to all grade reports and engagement through the parent portal. Connection Coach will monitor both attendance and engagement daily.

7-12 Digital Program

Greenbrier School District will be using Virtual Arkansas for its delivery of instruction for Greenbrier Academy/virtual students in grades 7-12. For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

6-12 Digital Program for Advisory

For Greenbrier Academy students in grades 6-12, a staff member will provide advisory instruction to them on a daily basis. The advisory teacher's instruction will follow each school's advisory calendar and SEL units and/or the assigned interventions or enrichment as determined by the Student Intervention Team (SIT). Teachers are expected to use strategies for digital engagement and discussion in order to ensure appropriate interaction with Greenbrier Academy students. These instructional strategies are continually supported via job-embedded pd and will be the focus of Greenbrier School District's annual EdCamp.



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?

K-6 Digital Program

Greenbrier Academy Virtual school does not plan to use this waiver. We will not plan to exceed the maximum class size permitted in partnering with Edgenuity, which has instructors committed to full remote instruction.

7-12 Digital Program

We are not requesting additional waivers for class size. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.



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?

K-6 Digital Program

We are not requesting additional waivers for the teaching load.

Virtual Teachers provide 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

7-12 Digital Program

We are not requesting additional waivers for teaching load. The Virtual Teacher 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.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Technology / Platforms

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



K-6 Digital Program

Greenbrier Public Schools has selected the Edgenuity learning management system for Kindergarten through 6th grade courses.

The learning management system will be layered with a supplemental software called Genius, as well as Buzz. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.

7-12 Digital Program

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.

6-12 Digital Program for Advisory

Google Suites will be the learning management platform for all Greenbrier Academy 6-12 students during Advisory. Teachers will use Google Classroom to facilitate and distribute digital materials and resources, communicate digitally with students, and provide digital feedback. Google Meet will be used to facilitate the synchronous virtual teaching, learning, and support for students during their required daily Advisory class.

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 Digital Program

Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide point-in-time resources and support.

The digital content gives Virtual Teachers and Virtual the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions.

7-12 Digital Program

Greenbrier School District will be using Virtual Arkansas for its delivery of instruction for Greenbrier Academy/virtual students in grades 7-12.

Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support



Instruction is designed to provide point in time resources and support.

The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

6-12 Digital Program for Advisory

Based on each school's Advisory schedule, intervention, enrichment, or social and emotional program materials will be provided digitally through Google Classroom in order for Greenbrier Academy students to interact with the same digital content and resources as onsite students. Examples include SEL materials such as self-assessments and self-reflection tools, videos, goal setting templates, strengths assessments, and more. Digital content for intervention or enrichment purpose could be provided through Albert iO, Gizmos, Edgenuity, APEX, Scholastic, and other resources aligned with the Advisory calendar. These materials and content will all be accessed through Google Classrooms and will coincide with the required attendance in synchronous Google Meet sessions.



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.



K-6 Digital Program

For Greenbrier Academy students in K-6th grades Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support.

In addition to the tools which ZOOM provides for effective video communication (ex. Chat, breakout rooms), effective interaction between teachers and students is supported by our district's use of the GoGuardian management software. Goguardian is an additional tool purchased by the district that allows teachers to interact with students by sharing screens, monitoring student activity while online, and even implementing restrictions or provide one-to-one teacher-student interaction in the course of a broader meeting.

<https://www.goguardian.com/>

7-12 Digital Program

Greenbrier School District will be using Virtual Arkansas for its delivery of instruction for Greenbrier Academy/virtual students in grades 7-12. 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. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

In addition to the tools which ZOOM provides for effective video communication (ex. Chat, breakout rooms), effective interaction between teachers and students is supported by our district use of the GoGuardian management software. Goguardian is an additional tool purchased by the district that allows teachers to interact with students by sharing screens, monitoring student activity while online and even implementing restrictions or provide one-to-one teacher-student interaction in the course of a broader meeting.

<https://www.goguardian.com/>



6-12 Digital Program

Because students in grades 6-12 are expected to attend advisory sessions daily, Google Suites will be used to facilitate teacher-student communication for remote learning during Advisory. This incorporates the video communication software through Google Meet application. Google Meet is available for all teachers and students through a district provided device (Chromebook for teachers and students). Google Meet includes effective video communication (ex. Chat, breakout rooms), effective interaction between teachers and students is supported by our district. Google Meet will facilitate all synchronous video communication between students and teachers.

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.

K-12th Greenbrier Academy students will be provided a Chromebook with webcam and microphone. Students that do not have access to a quality Internet connection at home will be provided jetpacks. Chromebooks can be used for all student school work and communication. Chromebooks can be used to access both asynchronous and synchronous content.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.



K-6 Digital Program

Virtual Staff are trained and provided resources in the area of social-emotional learning. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. Our elementary counselors will monitor and check-in with the virtual students on a bi-weekly basis. They will also receive training on how to identify wellness and support needs for students and families.

Parents and Students will be provided training on all supports offered through Edgenuity and services provided at the elementary schools to support students. Students can be monitored through our Student Intervention Team to address social/emotional concerns and supports.

See 7-12 Digital Program description for other support for 6th grade students through secondary advisory periods.

Regarding Child Nutrition, Titan/LINQ Solutions will be used to manage the Child Nutrition applications and daily transactions. These transactions include Breakfast, Lunch, Panther Refuel, and Panther Meal Cuisine Pick Up Program. All Free/Reduced Applications will be available using an online format that is available in multiple languages for parents/guardians to complete. If a parent doesn't have the accessibility to complete the application online, assistance will be provided by the Child Nutrition Office as well as providing a paper copy of the application upon request.

7-12 Digital Program

Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

Daily student support will take place via the required Google Meet sessions for grades 6-12 grade students, otherwise known as Fast Focus at Greenbrier Middle School, Advisory at Greenbrier Junior High School, and Panther Pathway at Greenbrier High School. Greenbrier Academy students will be assigned an advisory period and teacher, which aligns with the student support provided for on-campus students. School-wide social and emotional learning programs, targeted interventions, and enrichment/extensions will be implemented during the required daily advisory time.

6-12 Advisory

Our selected video communication software Google Meet will be used to



Our selected video communication software, Google Meet, will be used to provide synchronous universal SEL lessons to all virtual students for delivery of our customized SEL curriculum based on GUIDE for Life standards, actual GUIDE lessons, Character Strong, and Second Step Abuse Prevention lessons. Teachers will refer students who require Tier 2 or higher-level support for achieving positive social, emotional, behavioral, or mental health to the school counselor. Counselors and teachers conduct regular check-ins. Ongoing professional development in Youth Mental Health First Aid, Trauma-Informed Practices, and Suicide Prevention will be offered. Students requiring targeted mental health intervention will be referred to school-based mental health providers for treatment. A combination of virtual/telehealth, face-to-face therapy, and home visits may be used to deliver mental health therapies. Greenbrier Academy teachers and school counselors will be trained to notice and report signs of maltreatment and signs of mental health crisis.

K-12 Digital Program

Child Nutrition offers a variety of programs to meet the needs of our district's student population. These programs include the National School Breakfast Program (including Panther Refuel) and the National School Lunch Program (including Panther Meal Cuisine Meal Pick Up Program). Child Nutrition also offers after school snack/grab and go dinner bags to the VIP after school program. Panther Refuel: This program is a breakfast option that provides a meal in between early breakfast and lunch to ensure students are fueled throughout the day. Panther Cuisine Meal Pick Up Program: This program was created to offer virtual remote and covid-19 affected students the opportunity to receive breakfast and lunch. Child Nutrition prepares ovenable breakfast and lunch trays that are handed out on Thursdays in a drive through format. Each bag includes 5 frozen breakfasts, 5 frozen lunches, milk, fruit, and condiments. These bags are fully reimbursable and comply with the USDA NSLP standards. Pending waivers from the USDA, this program can be a year round program. CN staff are able to build the bags at the start of the week and parents/guardians pick up the bags on Thursdays to coordinate with school assessment and meetings that also happen on Thursdays. Lastly, our district receives many donations of food and supplies from churches and local community members to keep each school's food pantry stocked for food requests and/or emergency situations where food is needed to support our students and their families.

Students will be asked to report to an onsite location for state mandated health screenings. Vaccination requirements will also be required based on policies.



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.



K-6 Digital Program

Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, the District Connection Coach will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each week a student fails to engage with instruction. If a student fails to engage two days within a week the District Connection Coach will be notified, and she/he will contact the parent as well as the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.

Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.

7-12 Digital Program

Greenbrier School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the administrator or request the administrator to be contacted if the initial intervention is not successful.

Greenbrier School District's procedures for intervening for Greenbrier Academy students in grades 7-12 regarding engagement are embedded within the Greenbrier Academy/Virtual Student Attendance Policy can be found here.

6-12 Advisory

For Greenbrier Academy students grades 6-12, daily synchronous attendance in advisory is required via Google Meet. Attendance will be based on students being logged on with appropriate use of camera and microphone for the entirety of the advisory class period, based on the Greenbrier Academy/Digital Student attendance policy. The policy outlines the support provided for the student and family via the advisory teacher and Student Intervention Team, including but not limited to regular two way communication, provision of resources, home visits, support from outside agencies as appropriate, and requirement to return to onsite traditional instruction when support systems



requirement to return to onsite, traditional instruction when support systems are not effective in ensuring student engagement.

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



K-6 Digital Program

Greenbrier Academy Students in grades K-6th grade will be provided the following:

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Content Differentiation will occur when data shows that a student has gaps in foundational standards and needs lower level content instruction.

Virtual Teacher, Learning Coach and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

All students are given universal screeners and monitored based on performance to determine if adequate progress is being met toward grade level standards. Tier I instructional support is given to all students, based on formative assessments and screeners students may begin receiving Tier II interventions at the beginning of the school or if formative assessments begin to show lack of adequate growth then students will also begin receiving Tier II interventions. Communication with parents will occur when receiving any type of Tier II intervention. Students receiving interventions will continue to be progress monitored to determine effectiveness of intervention as well as progress towards standard mastery. If students still are not improving with Tier II interventions then students will be submitted to the Student Intervention Team (SIT) and students will be placed in an appropriate Tier III intervention program based skill level deficits. Communication from new interventionists as well as a member of the Student Intervention Team to inform parents of the new Tier III intervention as well as support needed at home. Progress monitoring of the student will occur every two weeks with data review and quantitative and qualitative updates placed on their shared SIT google doc file. SIT will monitor progress to ensure that interventions are working to show adequate progress or if interventions are not working to make changes, which could include a small group size or change of intervention. SIT will also monitor if additional services need to be added or any referrals for special education services need to occur based on progress. Should SIT determine that the lack of adequate progress is due to an inappropriate learning environment then a request will be made for the student to return to onsite instruction.

7-12 Digital Program

Student Intervention Teams (SIT) of Greenbrier Middle School Greenbrier



LEA INSIGHTS

Student Intervention Teams (SIT) of Greenbrier Middle School, Greenbrier Junior High, and Greenbrier High School collaborate weekly to identify, plan interventions or other support for, and progress monitor at-risk students. The same process will take place for Greenbrier Academy students so that SIT teams implement response to intervention in collaboration with Virtual Arkansas for Greenbrier Academy students. This could include Greenbrier Academy students being required to participate in synchronous, virtual interventions with a Greenbrier educator, progress in an online intervention system, face to face meetings with SIT team, etc. A portion or all of the support needed for individual students will be implemented through the required 6-12 Advisory period and teacher.

Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

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



K-6 Digital Program

Virtual Teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one and additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Scheduled Zoom meetings with parent/guardians will occur when lack of attendance, engagement, or adequate progress is occurring. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents. Parents can access all grade level reports through the parent portal at any time.

Virtual student testing is scheduled during the same time window as onsite students to ensure curriculum delivery is commensurate for all district students. Testing is scheduled onsite in separate cohorts to maintain a reliable, valid, and secure testing session. Students choosing to test remotely do so with a signed security agreement from parents and an open line of communication with the District testing coordinator, virtual teacher, and district Connection Coach.

NWEA MAP and ACT Aspire testing portals are used to remotely assess students. Connection Coach will communicate with parents through a phone call to provide login information and codes for the assessment. Each parent also signs a security agreement containing clear expectations before receiving this secure information. MAP and Aspire remote testing is monitored by a Test Administrator through online video communication such as Google Classroom or Zoom.

All K-6th grade students will complete beginning of the year assessments, which include Universal Screeners, NWEA Map assessments, dibels, and writing prompts.

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7-12 Digital Program

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. These strategies of formative assessment both formal and informal are utilized in



LEA INSIGHTS

Strategies of formative assessment, both format and informal, are utilized in order to guide the RTI process and methods of intervention. Because Greenbrier Academy students are enrolled full time in Virtual Arkansas courses, Virtual Arkansas' assessment system will be the support for student learning. Data from assessments will be connected to the RTI process previously described in order to provide appropriate support for at risk students.

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



K-12 Digital Program

The district will ensure dyslexia law requirements are met for on-site and remote learners.

Universal Screening for Kindergarten-12th grade will take place on campus during the beginning of year assessments and be given for K-6th grade at the beginning of the year, in December, and again in May. Level I screeners will also be given in August after looking at the data from the Universal screeners as well as placement into immediate interventions. Parents will be notified by the administrator of any failed screeners and informed of the intervention plan immediately. Level II screeners will be given at any point that intervention data does not show adequate growth. The district Dyslexia Coordinator will contact parents and go over Level II screening results as well as a follow-up intervention plan. Progress monitoring will be done every other week for Greenbrier Academy students who did not meet on universal, Level I or Level II screeners. Student Intervention Teams, which consist of the principal, assistant principal, counselor, teacher, and interventionist will document interventions with data updates. Our teachers are accustomed to updating these documents and our K-12th grade literacy teachers have all had training on what to look for within classroom assessments that show markers of characteristics for dyslexia. Our K-12th grade dyslexia interventionist will all receive updated training this summer over components of our dyslexia program and review of our Greenbrier Academy plan for services will be addressed.

Dyslexia services will be held either face to face or Virtual (online), Remote (Distance) delivery model. This Virtual/Remote delivery will be done synchronously each time. Manipulatives will be sent home with students at the beginning of the year to allow them to participate with the teacher when segmenting, blending, and We will still use google classroom for to house any other documents that the student may use for dyslexia interventions, as well as using google meet for the synchronous part. Phonics First program will be implemented with fidelity and students will receive their services at a minimum of 3 times a week for 30 minutes in small group setting, not to exceed 5 students. Dyslexia Interventionist will use a variety of assessments, which could include whiteboard answers being held up, kahoots, written assignments being scanned and posted (students and parents will received training on technology), 1 on 1 assessments given live, as well as student coming on-campus throughout the year for face to face periodic assessments to ensure that student is mastering skills.

7-12 Digital Program

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by the partnering school.



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



K-6 Digital Program

Regarding referrals to and placement in the Gifted and Education program of Greenbrier Academy students, the same procedures that the Greenbrier School District GT Coordinator facilitates with elementary staff members and parents will also take place with Edgenuity teachers and Greenbrier Academy parents. Those procedures can be found in the Greenbrier GT Program Pamphlet.

Additionally, Edgenuity will provide extension lessons as well as differentiation for content for virtual students.

All requirements from the Gifted and Talented Program Approval Standards will be met for Greenbrier Academy/Virtual students.

7-12 Digital Program

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

Regarding referrals to and placement in the Gifted and Education program of Greenbrier Academy students, the same procedures that the Greenbrier School District GT Coordinator facilitates with secondary staff members and parents will also take place with Virtual Arkansas teachers and Greenbrier Academy parents. Those procedures can be found in the Greenbrier GT Program Pamphlet.

All current 7-12 grade Virtual Arkansas 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. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The AP courses available to Greenbrier Academy students can be found at Virtual Arkansas Quick Links:

https://www.virtualarkansas.org/46232_1

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.

Concurrent credit and AP courses available to secondary Greenbrier Academy students can be found through the Virtual Arkansas 2021-2022 Quick Links:

https://www.virtualarkansas.org/46232_1



https://www.leadinsights.org/10202_1

District counselors will guide this process through course requests and graduation checklists in the same processes used for onsite students.

The participating district will ensure all requirements from GT Program 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. The Greenbrier School District's GT Program Approval can be found here:

<https://drive.google.com/file/d/18UuxhgF4SvysKH-4Dr9jBRbIRlpJILqK/view?usp=sharing>

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



K-12 Digital Program

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 Edgenuity or Virtual Arkansas 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 other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

A designated district employee serves as an interpreter to help staff communicate with students and families during school meetings. Information sent home is translated into the home language.

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 virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.



needed accommodations and supports.

The Greenbrier School District ESL Program Handbook can be found at:

[https://docs.google.com/document/d/1n2w1HqQC2aL9n5i-](https://docs.google.com/document/d/1n2w1HqQC2aL9n5i-G8keBAh2utPuYwloqjzF3jYKFSY/edit?usp=sharing)

[G8keBAh2utPuYwloqjzF3jYKFSY/edit?usp=sharing](https://docs.google.com/document/d/1n2w1HqQC2aL9n5i-G8keBAh2utPuYwloqjzF3jYKFSY/edit?usp=sharing)

7-12 Digital Program

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

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



K-12 Digital Program

In considering assessments for Greenbrier Academy students receiving special education services, the following protocol will be followed:

On-site assessments for DLM, MAP assessments, ACT Aspire

On-site evaluations for Special Education Eligibility Psychoeducational, PT, OT, ST

In considering training and support for various shareholder groups of Greenbrier Academy:

Training support for parents, students, and teachers related to delivery approaches and tools being used will be provided, including but not limited to Zoom, Google Meet, ScreenCastify, UDL Framework, and High Leverage Practices in Special Education

Training support for teachers on how to implement IEP accommodations for Greenbrier Academy students

Regarding instruction for Greenbrier Academy students receiving special education services:

based on student need/response, asynchronous and synchronous instruction will be provided

LMS for Greenbrier Academy students will be Google Classroom

CMS for Greenbrier Academy students will be determined based on student need, including but not limited to:

N2Y Unique Learning System

Ascend Math

MobyMax

MindPlay

CMS used will provide digital content and progress monitoring data aligned with grade-level standards

Special education teachers will design instruction with their knowledge in high leverage practices for special education and utilize the frameworks of Universal Design for Learning. Focus of instruction will be on core content, and long and short term goals will be prioritized to meet student needs and make progress toward IEP goals

Regarding related services for Greenbrier Academy students with special education services:

Remote virtual delivery will be used

IEP teams will determine the need for equipment and if it will be school or parent provided

IEP teams will determine the consideration for assistive technology supports and referral to the district Assistive Technology Team as appropriate

https://drive.google.com/drive/folders/1qi4tC92po7WS_vzVOC5y0XXWNLEQwoys?usp=sharing

K-6 Digital Program

Partnering with Edgenuity Instructional Services provides the resources and guidance to support all students, including English learners, those who are homebound and those who have IEPs or 504 plans. Instructional Services offers



homebound, and those who have IEPs or 504 plans. Instructional services offer multiple layers of support, including state-certified virtual instructors who can act as the teacher of record, and Special Education Coordinators who help ensure students with special educational needs are fully supported. Edgenuity Special Education Director will work with Edgenuity virtual instructors and school or district personnel to assist with:

- f Student intake
- f Course customization
- f Monitoring and reviewing performance
- f Providing input on updates to IEPs and 504 plans
- f Offering support and resources for IEP team meetings and parent Conferences

Special Education Coordinators ensure all student accommodations and modifications are met so students have all the support they need to be successful now and in the future.

If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.



7-12 Digital Program

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Greenbrier School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to student's IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

District Sped Info and Requirements:

Assessments -

1. On-site assessments for DLM, MAP assessments, ACT Aspire
 2. On-site evaluations for Special Education Eligibility Psychoeducational, PT, OT, ST (could be administered @ home campus or centralized district facility)
- Training - Training Support for parents, students, teachers related to formats being used (Zoom, Google Meet, ScreenCastify UDL Framework, High Leverage Practices in Special Education...etc) Training support for teachers on how to implement IEP accommodations



LEA INSIGHTS

Implement IEP accommodations

Instruction: (based on student need/response) Asynchronous and synchronous instruction. (use platforms such as Google Classroom, N2Y Unique Learning System, Ascend Math, MobyMax, MindPlay, etc. to provide content and progress monitoring data aligned with grade-level standards) Teachers will design lessons with their knowledge in high leverage practices for special education and utilize the frameworks of Universal Design for Learning. Focus will be on core content, and long and short-term goals will be prioritized to meet student needs and make progress toward IEP goals.

Related Service Providers - Virtual delivery Determine need for equipment and if it will be school or parent provided Other factors to be considered: Determine need for 1:1 (if a 1:1 para was provided for transitions, safety, etc, then the need may not be necessary for a student served in a virtual environment)

Consideration for assistive technology supports- Team may refer students to the district AT team:

<https://drive.google.com/drive/folders/0AFu8aTKTvd7gUk9PVA>

<https://docs.google.com/document/d/1OCYY931vV9n0sBm4Y8sBrskHqJF7UrinvBvbsOzS4tQ/edit>



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.

K-6 Digital Program

Edgenuity Virtual teachers are equipped with appropriate technology accommodations training and tools to support student instruction and learning.

7-12 Digital Program

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. 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.

Teacher Supports

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



K-6 Digital Program

Greenbrier School District will be utilizing Edgenuity for K-6th grade students as our digital content and digital instruction solution. Edgenuity provides Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. Edgenuity will provide any assistance that their virtual teachers need.

The district has provided all staff with a 2-in-1 Chromebook that will be a useful tool for delivering instruction through virtual and blended delivery methods.

7-12 Digital Program

All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. 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.

6-12 Digital Program

Regarding staff who will serve as advisory teacher for Greenbrier Academy students grades 6-12, on-going, job embedded professional development focused on engagement, assessment, and SEL of digital students will be provided. Specifically in the Greenbrier School District's annual EdCamp, practical digital tools for teaching and learning as well effective implementation of a 1:1 initiative will be session topics. A District Level 1:1 Implementation Team made up of curriculum leaders, teachers, building administrators, library media specialists, and technology department staff will identify adult learning needs and provide targeted training and support.



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?

K-6 Digital Program

Edgenuity will provide their virtual teachers the appropriate time to plan instruction, assess and provide feedback on assignments. Our district will provide a Connection Coach to facilitate and manage student attendance and engagement with time during the school day.

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7-12 Digital Program

Greenbrier School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

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.

K-12 Digital Program

Equitable access to opportunities for success for Greenbrier Academy students' needs are embedded within district systems used to support both onsite and digital students.

Protocols and procedures for the identification of students living in poverty, living in homelessness, migrant students, foster care, and military connected students will be implemented for all Greenbrier Academy students just as for onsite students. District and school personnel to support each type of student population will participate in quarterly collaborative sessions to share identification and support provided as well as troubleshoot barriers to providing the appropriate and necessary support for such identified students who are also enrolled in Greenbrier Academy.

The Child Nutrition Department works with the coordinators of homeless, foster, and migrant programs to identify and qualify students to receive free meals with the NSLP. Child Nutrition also participates in the Direct Certification process which helps identify students/parents who use SNAP benefits. These benefits automatically qualify students and students in their same household to receive free meal benefits.

District Equity Policies can be found at:

<https://drive.google.com/file/d/1MJ07hgy3Y6PchEmgHamYvq32g-OflXWq/view?usp=sharing>



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.

K-12 Digital Program

Statewide assessments will be scheduled onsite at each student’s assigned campus. This is communicated in the Greenbrier Academy program requirements as families apply to enroll in Greenbrier Academy. Requirements will be further explained during the post-application meeting with school leaders and SIT team. Scheduling is communicated through weekly school newsletters, the school website, Google Classroom communication, and administration calls to parents. Testing locations will be communicated in the same manner for each campus. Failure to comply with assessment schedule will result in students being required to return to on-campus instruction.

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.



K-6 Digital Program

The district will monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as MAP testing, formative assessments, progress monitoring, intervention progress, monthly updates in buildings Student Intervention Teams(SIT). SIT will keep individual quantitative and qualitative data spreadsheets to review and make decisions on appropriate learning environments for the students in Greenbrier Academy. Each student will have a separate google document that the building administrators will update monthly to assure students are progressing toward mastery of the standards. Our Connection Coach will monitor and contact students weekly if they are not adhering to the attendance policy. Failure to comply with the attendance policy will result in students being required to return to on-campus instruction. The district will monitor overall effectiveness of the digital program on a monthly basis utilizing all student data sources.

Greenbrier Academy students will be required to take the Greenbrier School District's interim assessments, which will provide an important data set for school SIT teams while also providing the district with valuable information on the effectiveness of its digital option in regards to student learning. This requirement will be explained in program requirements, in parent meetings, and through digital communication from the school. Failure to participate could impact students' eligibility for Greenbrier Academy.

7-12 Digital Program

Virtual Arkansas provides the partnering 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.

Additionally, the district will monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as MAP testing, formative assessments, progress monitoring, intervention progress, monthly updates in school Student Intervention Teams (SIT) meetings. SIT will maintain individual quantitative and qualitative data spreadsheets to review and make decisions on appropriate learning environments for the students in Greenbrier Academy.

Greenbrier Academy students will be required to take the Greenbrier School District's interim assessments, which will provide an important data set for school SIT teams while also providing the district with valuable information on the effectiveness of its digital option in regards to student learning.

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requirement will be explained in program requirements, in parent meetings, and through digital communication from the school. Failure to participate could impact students' eligibility for Greenbrier Academy.

Failure to comply with the attendance policy will result in students being required to return to on-campus instruction.

The district will monitor overall effectiveness of the digital program on a monthly basis utilizing all student data sources.

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)



K-12 Digital Program

From the onset of planning for digital learning, families will be involved through an application process to be enrolled in Greenbrier Academy. Once requested, the application will be provided for families. Each school's SIT team will review individual applications and organize quantitative and qualitative data about the student involved. Parents/guardians, the SIT team, and student (as appropriate) will meet in a collaborative session to determine if placement into Greenbrier Academy for digital learning will be an effective decision for the child.

Our annual Parent and Family Engagement survey will include questions directed for Greenbrier Academy parents so that input and critical analysis can be gathered for improvement purposes.

K-6 Digital Program

Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students. Students and parents will also be provided Screencastify videos that will provide detailed instructions on the different technology tools that they will be using in Greenbrier Academy. When technology issues occur, parents are able to contact our Connection Coach or call our Tech hotline to gain assistance.

The District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support. Each child will be required to have a Learning Coach (parent/guardian) that assists them daily with instruction.

In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM. Virtual staff will partner with the school to accommodate the parents and meet school expectations.



7-12 Digital Program

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas 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. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just-in-time meetings at the local level, and up-to-date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (linked here).

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

<https://drive.google.com/drive/folders/1pQJA7PmAmKQifAO5kJ20qX7dzneJglZ>

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

Stakeholder Input: District Leader/Cabinet Input, Building Leader Input, Greenb

Policies

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

<https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT?us>

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

<https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT?us>

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

<https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT?us>



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