Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Lakeside School Dist(Garland) (2606000)

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 #:	2606000
Superintendent:	Shawn Cook
Email:	shawn_cook@lakesidesd.org
Phone:	(501) 262-1880
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2606039 - Lakeside Primary School 2606042 - Lakeside Intermediate School 2606043 - Lakeside Middle School	K-6	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
2606045 - Lakeside Junior High School 2606044 - Lakeside High School	7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS

LEA INSIGHTS

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 virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning. Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, 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 digital learning coordinator or building administrator 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.

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)	Request Waiver for K-6- At no time will there be more than 22 Kindergarten students in a class. At no time will there be more than 27 students in a 1st-6th grade class.
Teaching Load Number of students: 66 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	NOT Requesting Waiver- Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.
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 virtual/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 virtual/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 virtual/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 (recess) for students in a virtual/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.

The interaction in our Virtual School will be Asynchronous & Synchronous.
Grades K-6

Throughout the semester, instruction will take place five days a week, but depending on the grade-level band, the amount of synchronous instruction varies. Lower grades have more synchronous learning time than upper grades. Grades K-2 will be required to daily join synchronous zooms and small group instruction at least 3 times a week. This direct instruction will be from a Lakeside, RISE-trained teacher. Students will have daily instruction in the science of reading using Heggerty (K-1) and Fundations programs (K-3). Students in grades 3-6 will be required to attend 20-30 minute synchronous Zoom sessions at least 3 days per week as well as weekly check-ins to monitor progress and provide feedback and intervention time for core content. This, too, will be provided by Lakeside, RISE-trained teachers.This is to ensure that the Science of Reading Requirements are met.
Schedules posted online indicate that K-4 interaction will include a daily math and literacy block, with small groups as a portion of each block, independent math and reading time, and individual time with a teacher. Grades 5-6 interaction will be synchronous five days a week with time built in to also include small group support, intervention, and one on one support. There will also be asynchronous time each day for K-6 students.
Grades 7-12
In grades 7-12, students will complete assignments and assessments asynchronously as required by Florida Virtual School instructors. Synchronous interaction will be provided by Florida Virtual instructors and/or district staff and will take place at least monthly with options for live instruction, intervention, and one-on-one support as needed. The schools' RTI process will be used to identify students requiring additional synchronous interaction.
Parent comment survey results can be found here:
https://docs.google.com/document/d/1cmCFytw73KlOzhVDcYoJXws4IK0L1gFIJdjXRBJmJ2o/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.

Grades K-6
Virtual School teachers will provide lessons live with Google Meets/Zoom as well as a variety of interactive technology tools. Students in the Virtual School will meet live online with their locally provided teachers following schedules provided to each student in the specific grade levels.

Google Classroom is the primary LMS system employed by the district for frequent communication and delivery of lessons.
Students will come to campus for state testing, health screening, some types of instructional support and intervention, etc.
Grades 7-12
Students will begin Florida Virtual courses in the first week of school.

Buzz is the primary LMS system employed by Florida Virtual School for frequent communication and delivery of lessons.

Students will come to campus for state testing, health screening, some types of instructional support and intervention, etc.
These courses will be offered in a virtual environment.

Lakeside High School Course Catalog:
https://drive.google.com/file/d/10MGntw0C2fVYTRJr5udzRMbPay8BwXtD/view

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.

Teachers will be assigned exclusively to Virtual School in grades K-2. In grades 3-12 where students rotate classes, teachers will have classes exclusively online and classes exclusively onsite. We will not mix onsite and virtual students in the same classes.

Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	Virtual School teachers are expected to see their students live in person for instruction at the frequency prescribed on their grade-band schedule described above and stated through the LMS. Teachers will engage with students on asynchronous days by providing recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, comments, intervention sessions, etc. Teachers should provide frequent achievement feedback to parents and students. This is prescribed differently at different grade levels.
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?	Request Waiver- Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size. No classes where students meet onsite will surpass the class size determined by DESE.
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?	Request Waiver- Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Grades K-6 Lakeside Primary (2606039) Lakeside Intermediate (2606040) Lakeside Middle (2606043) Google Classroom is the primary content management system (CMS). There are very few instances in which the digital curricular content is developed by an outside group. Grades 7-12 Lakeside Jr. High (2606045) Lakeside Sr. High (2606044) Buzz is the primary content management system (CMS). All curricular content is developed by Florida Virtual School.
Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.	Grades K-6 The digital content is developed, almost exclusively, by district staff (teachers and staff). The digital content is designed to effectively target state academic standards. Additional pedagogical supports that will be available to students include: Inscync (supports our 2-6 ELA Program - Wit and Wisdom); Bridges Family and Student Links (Support our K-5 Math program - Bridges); Open Up Resources Grade 6 Family and Student Links (Support our 6th Grade Math Program - Open Up Resources.) Grades 7-12 Digital curricular content is developed by a Florida Virtual School: https://www.flvs.net/. Subjects are those listed in the school course catalog: https://drive.google.com/file/d/10MGntw0C2fVYTRJr5udzRMbPay8BwXtD/view.
What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.	Grades K-6 Zoom, a cloud-based platform for video and audio conferencing, chat, and live interaction. Grades 7-12 Florida Virtual School uses Zoom, a cloud-based platform for video and audio conferencing, chat, and live interaction. If the student does not have internet at home, the parent can contact the library at their child's building on campus to receive a mobile hotspot or other options.

| 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. | All students in the district are issued a Chromebook upon enrollment for their use while enrolled. Our students in our Virtual program will be issued a Chromebook to accommodate the demand of digital learning standards. In addition, our kindergarten and 1st grade students' Chromebook includes a "touch screen" display to make interactions easier and more effective for those young students.

If the student does not have internet at home, the parent can contact the library at their child's building on campus to receive a mobile hotspot or other options.

Building staff will be identified for troubleshooting and will be available to address student device/connectivity issues that come up at home. |

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. | It is important for our staff to see and interact with our virtual students in real-time. As a result, K-6 virtual students are required to be in numerous live virtual sessions over the course of each week, with their cameras on. This not only enhances student learning but it also allows staff working with students to note if there is anything amiss with the student or their home environment.
K-12 students who participate in virtual school will continue to receive instruction on the Guide for Life Standards. https://tinyurl.com/u2hap57u Additionally, counseling services that are currently available to students who participate in in-person learning will also be available to virtual students. (example; small group and individual student counseling services; Student Success Plan support,grades 7-12 Course Selection, etc)
At various times of the year virtual students will be asked to report to a location within the district for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well.

Teachers, counselors, and administrators assigned to our K-12 Virtual school are trained to notice when something may be amiss with a student's physical and/or mental well-being. Home visits are a tool we utilize frequently. |

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 following guidelines are employed to monitor academic and student engagement and to support students who are struggling within the virtual setting: Grades K-6: https://docs.google.com/document/d/1b9OA11M49Uqh6vicl8dXrlVhuHF1k_98Gyb-I1_wVD0/edit?usp=sharing Weekly academic progress checks with administrator or designated staff Grades 7-12: https://docs.google.com/document/d/1A2ImKxXOy4n914RspHY4cuL0QUzdTokVEBF-VMIyhK0/edit?usp=sharing Weekly grade checks Monthly check-ins with administrator or designated staff K-6 Virtual School Parent/Student Contract https://docs.google.com/document/d/1w_tzf5e8MOOmwS-AaDVI7M08RAmfPPp8myaNTJhRJ0s/edit?usp=sharing 7-12 Virtual School Student/Parent Contract Application	Essay	Interview https://docs.google.com/document/d/1H3xKbQvrWhYJ_QSTInem9iR0zlSV64vfkYRnCP_Ho48/edit?usp=sharing
Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	All students are given universal screeners and monitored based on performance to determine if adequate progress is being met toward grade-level standards. Students are provided supplemental instruction if they perform below grade level through a tiered structure of support. A blend of synchronous and asynchronous learning opportunities are offered. Accommodations and modifications are maintained in our classrooms no matter the model. Teachers maintain collaborative work as co-teachers where applicable. Case managers maintain their collaborative work as monitors for this program delivery.

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

Grades K-6
The District virtual teachers will use the current formative assessment plan in place which is embedded in the district curriculum. All course curriculum is aligned with state standards. The district curriculum specialists and building level PLC develop common formative assessments that measure student understanding and drive instruction. PLCs will review formative assessment data to determine next instructional steps based on student needs. Instructional support will also be provided by the district academic coaches and specialists as needed.

Grades 7-12
All course curriculum and assessments come from Florida Virtual School and aligns with Arkansas state standards. Our administrators oversee the virtual students.

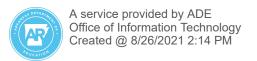Describe how dyslexia screening and services will be provided to digital learning students.

Screening Process: Universal and Level 1 screenings are done virtually based on the procedure of the assessment. Level II screeners are completed in person as scheduled by appointment.

Services are provided based on the student's grade level

Students will participate in dyslexia intervention in person at their campus or virtually, joining live via Zoom. Contracts for virtual students ensure this.

Lakeside will ensure all requirements of the dyslexia law are met for on-site and virtual/remote learners.

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

Grades K-6
Identified GT students in grades 3-5 receive 225 minutes of asynchronous and synchronous instruction via Google Classroom. All the assignments are equitable. Virtual students for grades K-2 are given lessons digitally which match the instruction given in person by the GT facilitator. The K-2 GT facilitator provides at least one lesson each month by uploading them to Google Classroom. The classroom teachers provide the other GT lessons each month so students receive one 30-minute enrichment lesson per week. Grade 6 receives GT services in honors/accelerated classes.

The GT facilitators interact face-to-face with students directly through Zoom. Instruction is given by written and video lessons. Students can communicate directly about the lessons using the comment feature on the Google Classroom or the private comment feature for each assignment. Their schedules have regular Zoom times followed by brief periods of time to work either independently or with teammates. Other interactions between students and teachers occur using online video software (such as Flipgrid) allowing for students to both see each other and comment to each other asynchronously. GT teachers provide optional enrichment activities and extension activities for students that may complete their work ahead of time and need something additional.
Virtual students that are referred for testing, must come onsite to be tested.

Grades 7-12
Virtual students that are referred for testing must come onsite to be tested.
Florida Virtual School offers honors and AP courses.
Students taking AP exams must come onsite for testing.

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

Our ESOL students participate in direct English Language Development instruction through Google Meets/zoom in small groups or individually if needed. These groups meet 3-5 days a week depending on the student's need for support to become fully proficient in English. Virtual ESOL students who do not need direct instruction will have a check in with an ESOL teacher weekly.

Our ESOL students also need support with their classroom content to meet grade-level standards. To accomplish this, ESOL teachers collaborate with classroom teachers to properly scaffold instruction, provide support through daily accommodations/modifications, and to accommodate assessments. ESOL teachers attend regular classroom meetings with students as needed, in order to support the student and the teacher. After school tutoring via zoom is available to ESOL students who need more support.

ESOL Teachers also attend PLC meetings regularly to discuss the best ways to meet student and teacher needs.

Our ESOL teachers frequently communicate with families. Interpreters are provided for administrators, counselors and teachers to communicate with families and students. When needed, ESOL staff make home visits to deliver instructional materials, help with technology issues, and/or to provide support and encouragement to the student and family. ESOL staff are also conscious about watching for other needs families may have and connecting families to other services as needed (mental health, ACE, medical, etc).

Our district is committed to our ESOL students and their families. In addition to the methods of service and support provided above, our staff will continue to meet new needs as they arise with students, teachers and families.

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

Assessments
-On-site assessments for MAP assessments, ACT Aspire, ACT
-On-site evaluations for Special Education (home campus)

Training
-Training support for parents, students, teachers related to formats being used.
-Training support for teachers on how to implement IEP accommodations,etc.

Conferences
-Conferences held virtually and/or on-site
-An IEP team may determine the appropriateness of virtual learning for a student and what accommodations would be needed in that   environment. If a student is not engaged in virtual the IEP team can meet and decide if they should return to onsite

Instruction
-Asynchronous and synchronous instruction (based on student need/response).
Related Service Providers
-Virtual delivery or onsite delivery
-Determine need for equipment and if it will be school or parent provided

Other factors considered
-Determine need for 1:1 (if 1:1 para was provided for transitions, safety, etc, then the need may not be warranted for a virtual environment)

504 services and supports will be provided by the virtual or onsite classroom teacher. 504 Evaluation and Review Conferences will be conducted virtually or onsite.

| 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. | Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

All students are provided with a chromebook with access to a content management system based on the grade level and student proficiency with technology.

Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies. |

Teacher Supports

| Describe district and school supports to provide on-going digital content and instructional supports for teachers. | Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and 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? | The district provides a minimum of 200 minutes of scheduled planning time each week and every Professional Learning Community (PLC) of teachers enjoys the collaborative support of their PLC meeting once or twice in every two-week period.

The district also has Virtual School teachers function as a PLC with meetings at least once every two weeks. Those same teachers may still participate in a subject area-specific PLC of teachers who might be in any instructional model. Some teachers also have co-teaching partners or aides for additional support. Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies. |

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.

All Lakeside students have a district-issued Chromebook to complete work in any of our learning models including Virtual School. Students have devices that are appropriate for their given grade level ranging from a touch-screen device for Kindergarten to a standard Chromebook.

Families who need internet access at home will contact their student's building library media specialist to receive a mobile hotspot.

Parents and families without internet access have also been given new, upgraded, public access in 2020 to outdoor wifi in parking lots. The Outdoor Wi-Fi Locations can be found here: https://fb.watch/4ImFESJTCj/

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.

The district will conduct statewide assessments onsite.

This is communicated in:
-the parent letter about the program or Program Requirements

-the K-6 Rubric for Choosing Virtual School and Parent Contract https://docs.google.com/document/d/13ooVcOlYte_ySO7j9xptb92lns0FbVX6fcd NHYUWVTc/edit?usp=sharing

-the7-12 Rubric for Choosing Virtual School and Parent Contract https://docs.google.com/document/d/1T0JrGFDEXXOBEbwkEZSa3elEEY7J1SUb xzpSCxsJBsU/edit?usp=sharing

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

Grades K-6
The district will monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as MAP testing of reading and math skills three times a year. Research questions used by the district include but are not limited to those listed below.

What is the comparison of virtual and on-site achievement on MAP? How does virtual student performance differ at various grade levels? Did students in poverty progress differently than others in Virtual school? How many students do we have who disengaged in each learning model? What are we doing for those who disengaged in Virtual School? How many students are in identified intervention programs in Virtual School compared to other models or past years?

Campus and district administrators actively monitor online instruction CMS and grading feedback in our virtual model. Campus and district administrators can "walk in" to online classes throughout any day to monitor instructional delivery and student needs.

We will also collaborate with our Dawson CoOp, AACIA group, AASCD, regional colleagues, and others to support our teachers, monitor and adjust our programs, and provide the help from various specialists.

Grades 7-12
Campus and district administrators actively monitor online instruction CMS Student data from assessments, AP, ACT Aspire, and ACT exams will be monitored.

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)	Communication of Virtual school activities, student support options, and daily events are shared by the administrators via email, robocalls, social media, and videos linked in many of these formats. Videos to teach parents nuances about access, lessons, and student monitoring are used profusely to equip parents as partners in the education of their children.

In a post-Covid world, our Virtual School students will have opportunities to collaborate for labs, on-site tutoring circles, field study excursions, college visits, family events, and more.

Parents and families without internet access have been given new, upgraded, public access in 2020 to outdoor wifi. The Outdoor Wi-Fi Locations can be found here: https://fb.watch/4ImFESJTCj/
Families may qualify for a mobile hotspot, and they can apply at any library on campus with the building's library media specialist. |
| Provide the URL to evidence of the local school board's approval of the waiver request(s). | https://drive.google.com/file/d/19FqJxVa4Nd8ovvB4VgVNTuMyEbnbyenk/view?u |
| Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). | K-6 Virtual Application: https://docs.google.com/forms/d/1CSMLukwsk9quwqbS |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuuII9lSnZ6fLjHlES?us
Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuuII9lSnZ6fLjHlES?us
Please provide a link (URL) to the grading policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuuII9lSnZ6fLjHlES?us

∧ Back to Top