



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Lee County School District (3904000)

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 #: 3904000

Superintendent: Willie Murdock

Email: willie.murdock@lcsdtrojans.net

Phone: (870) 295-7100

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
3904010 - Anna Strong Learning Academy	K-12; core content (math, science, social studies/history, English/Language Arts), CTE, Fine Arts, Physical Education & Health	Asynchronous	Blended (Hybrid)	LMS
3904011 - Lee High School		Synchronous		CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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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>The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in remote learning. Engagement is defined as 1) student logs in daily to the learning platform 2)consistently participates in scheduled zooms with teachers and 3)submits assignments according to specified due dates. The counselor or building administrator will work with the student and family to create a plan for the student when extenuating circumstances require longer periods of time to complete assignments. Adjustments may be made to meet an individual student's needs based on their IEP, 504, or LPAC plan. Chronic absenteeism may result in a recommendation to return to onsite instruction or for additional services.</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)	No waiver requested.
Teaching Load Number of students: 0 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	No waiver requested.
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.
				<p>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 that 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 to participate and complete tasks.</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.
Clock Hours	1-A.2			Credit for virtual learning will be awarded based on subject matter competency rather than clock hours. 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)	



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>Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting. The district is requesting a waiver for 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.</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.



Students in grades K-2 will be provided daily virtual synchronous instructional lessons in the content areas. Literacy instruction will be aligned with the Science of Reading for a minimum of 45 minutes using Heggerty, Foundations, Benchmark Workshop, and Ready Reading. The virtual learning teacher will communicate with the building level principal and parents regularly regarding the learner's progress through email, phone calls, requested conferences, etc. Students needing intervention will be assigned an interventionist. The interventionist will interact remotely with the student via video instruction. This model allows for flexibility with learning, connectedness with student and teacher relationships, and targeted learning for all students.

Math instruction will follow the same format as the literacy instruction plan outlined above. Lessons will be provided by the assigned classroom teacher for a minimum of 45 minutes using Ready Math, Benchmark Workshop, and Boardwork digital teaching materials as resources. Lessons will be presented synchronously and recorded.

Grades 3-6 Core reading instruction will be provided virtually utilizing Google Meets or ZOOM by a classroom teacher hired by the district. Teachers will use the Ready Reading resources, which students will be able to access digitally in Google Classroom. Boardwork and Benchmark Workshop will also be resources utilized by teachers for students at the Anna Strong Learning Academy to supplement reading instruction.

Math instruction will be provided through this same method as in the reading delivery mentioned above. Google Meets and/or ZOOM will be the instructional delivery platform, and the curriculum will be Ready Math, supplemented by Boardwork and Benchmark Workshop resources.

At Lee High School, teachers will provide instruction to students in grades 7-12 by using Google Classroom, EdGenuity, and Virtual Arkansas or Proximity to provide both synchronous and asynchronous platforms for continuous engagement. These platforms will allow for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. Students will be provided the opportunity to attend two to three Zoom sessions per week (depending on the week because of A/B block schedule) with one being required, per content area, and may request an additional session as needed. A virtual student identified as not making adequate progress will be assigned Tier 2 or Tier 3 intervention. All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur at the school.

Students may enroll in the following virtual/online courses:

- Spanish I
- Spanish II
- French I
- AP Environmental Science
- AP English Language and Composition
- AP Calculus



LEA INSIGHTS

At a Glance

Providing these courses virtually allows for students to have access to highly qualified, trained, and licensed teachers.

<p>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.</p>	<p>K-6 teachers will utilize iReady Portal, Google Classroom, Google Meets and ZOOM. K-2 students will receive daily synchronous reading instruction aligned with the science of reading provided by a teacher trained in R.I.S.E. All lessons will be delivered online synchronously with the assigned classroom teacher. Lessons will be recorded so that students will be able to review the lesson “on demand” through Google Classroom.</p>
	<p>In grades 7-12, Google Classroom, Google Meet, ZOOM, EdGenuity, and Proximity Learning each provide platforms for continuous engagement. The programs will provide instruction using asynchronous and synchronous opportunities for students. All virtual lesson sessions will be recorded using Zoom or Google Meet, housed in Digital Sandbox and linked in Google Classroom so students will have access.</p>
	<p>For those students who are struggling with consistent engagement, the district is employing social workers for each campus to provide support and serve as school-family liaisons ensuring the holistic needs of students are being addressed. The teacher of record will monitor progress and make contacts with students and families as well.</p>



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.

Due to the low socio-economic status of the county, Lee County School District lacks funds to provide a more competitive salary schedule. In addition, as recognized by ADE, there is already a teacher shortage in many high needs content areas. Because of these challenges, the district struggles to recruit teachers who are licensed. Therefore, the best and most effective option for our district is for teachers to serve in a dual role due to considerations with courses and scheduling. Virtual students will attend class simultaneously with onsite students as it is scheduled in the master schedule for each school.

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

At Anna Strong Learning Academy, teachers are expected to interact with students each school day according to the district school calendar and the building level master schedule. Teachers will interact with students via Google Classroom, Google Meets, and/or ZOOM. Teachers will also utilize district email, text messages, and phone calls to communicate with parents whenever necessary to provide support for students.

At Lee High School, the master schedule is set up as 4 block periods of one hour and fifteen minutes with alternating A/B days. Students will meet with teachers 2-3 days per week during a regular week during their scheduled class time. However, if students are not able to attend synchronously, they may attend asynchronously by accessing the resources provided by teachers in Google Classroom or Edgenuity. Resources may include videos, notes, online assignments, etc. Completion of assignments will count students as present, if the student did not attend during the regularly scheduled class time. Teachers will also utilize district email, text messages, and phone calls to communicate with parents whenever necessary to provide support for students.

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

The District will not apply for class size waiver.



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?

The District will not apply for waiver of teaching load.

Technology / Platforms

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

K-6 virtual students in the Lee County School District will use the Curriculum Associates (iReady) course content that will be accessed from iReady portal or Google Classroom.

Students will be able to communicate with teachers and access assignments using Google Classroom. Also, the EdGenuity Learning Management System (LMS) will be utilized for students in grades 7-12 for core content classes. In addition, the iReady portal may be used for assignments for 7th and 8th grade literacy lessons.

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.

Schools will use various digital resources to provide instruction for course content. Elementary teachers will utilize websites, such as iReady for K-6 literacy, Boardworks for all 2nd-6th grade core content courses, and IXL for K-6 Math. Rosetta Stone will be used to provide additional online intervention and practice to ELL students. Students will be able to access these resources directly or through a link provided in Google Classroom.

The high school students will have access to Good Classroom as well. With this access they will be able to log-in to other platforms, such as Edgenuity or iReady. Also, students will be able to utilize Boardwork. ELL students will also be able to use Rosetta Stone.



What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

Teachers will use Google Meet and ZOOM to provide instruction also communicate with parents/guardians. Virtual students in grades K-6 will be utilizing Google Meet and ZOOM digital conference platforms to participate in synchronous learning sessions with their teacher. The software is downloaded to the district provided device. The K-6 Virtual teacher will utilize ZOOM to facilitate synchronous sessions with students during scheduled ZOOM sessions during the week. The ZOOM link and ZOOMZoom schedule will be communicated in advance of the session. District virtual students in grades 7-12 will be utilizing ZOOM video conferencing s ZOOMsoftware to participate in synchronous learning sessions with their teacher. The ZOOMZoom software is downloaded to the district provided device. The Zoom link and schedule will be placed in a common location within each course and will be communicated in other ways when needed.

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.

Students will be provided Chromebooks/lpads for virtual learning. District virtual students in grades K-12 will be issued a CIPA - compliant Chromebook. Dual layers of protection (State and Go Guardian) will be installed on the devices. Virtual students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas. All classrooms will be equipped with updated SmartBoards so that students will be to attend classes in real time.

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.

The district will continually monitor the well-being of students not only instructionally, but the holistic needs of students. We believe that the school setting provides services that also address the physical, mental, and social needs of students. Teachers, who are instructing virtual students, will keep a running record that tracks students' attendance, engagement and achievement. The counselor will be notified by virtual teachers when it is observed that students may be struggling with social and emotional needs. All K-12 students will be offered weekly food boxes that contain breakfast and lunch for children in a household, for an entire week. This distribution will be communicated to the community as a whole through social media, school media, and local press.



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.

For K-6 students, engagement will be accessed through daily, synchronous instruction. Asynchronous activities will also be monitored to ensure fidelity of purpose and skill mastery. The district is also heavily engaged in work with Solution Tree (coaches for leadership, math, and literacy) and utilizes the continuous learning cycle. Within those learning cycles, teachers are able to monitor engagement and content mastery through, not only assignment completion, but common formative assessments that are designed by collaborative teams, in conjunction with Solution Tree support.

At the 7-12 level, robust support from Solution Tree is also in place. Progress monitoring through EdGenuity and Proximity Learning will also be in place as a means to monitor with greater focus since credits toward graduation are being monitored at the secondary level. For all virtual students in grades K-12, there will be a platform provided to further monitor engagement. K-6 will utilize platforms in Google Classroom and iReady. In 7-12, Google Classroom, EdGenuity, and Proximity Learning each provide platforms for continuous engagement. For those students who are struggling with engagement, the district is employing social workers at each campus. Their primary focus will be to act as school-community liaisons to ensure the holistic needs of students are being addressed, with acute focus being placed on those students who are not regularly engaged in learning.



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

The District will continue Academic Response to Intervention for remote (virtual) students who are in need of targeted interventions Virtual Teacher will be trained to identify students in need of Tier 1 and Tier 2 interventions based on formative and summative assessment data (i.e. RAN, PAST, DIBELS, iReady), and he or she will coordinate a time with the virtual student's parent or guardian to bring the student onsite for testing. The K-6 Virtual Teacher will have access to online intervention resources and will utilize Zoom sessions to administer targeted interventions. Depending on the needs of the virtual student, his or her targeted intervention plan will be developed in collaboration with the parent, the Virtual Teacher and/or an interventionist, and the Building Level Principal. The number of sessions and length of sessions will be based on the type of intervention that addresses the academic deficit. The District may use Apple Connections OG in 3D, for small group reading and dyslexia intervention, and will continue to use the Susan Barton Reading and Spelling System for students identified as having the characteristics of dyslexia. Additionally, virtual students in grades 7-12 will be assigned to teachers who 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.

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



Teachers in grades K-12 will utilize formative assessments. A Ten Day Cycle of learning will be the focus of lesson planning across grades all grade levels. Within the learning cycle, a common formative assessment is woven in to assess mastery of identified essential standards. The district is relying heavily on these cycles of learning to demonstrate student learning and drive decisions regarding intervention. The four essential questions and how to utilize formative assessment data is central to the work the district has undertaken. Solution Tree has adjusted their support to ensure both onsite and virtual students are still actively engaged in the formative assessment process so that the learning of all students is being adhered to.

Other assessments for progress monitoring to plan support and response to student learning in grades K-6 will include a variety of screeners (e.g. PAST, RAN, DIBELS, iReady, DSA) and Ready for Learning assessments that will be used with onsite learners and virtual students as well. This assessment and screening process will begin at the start of the school year and will continue intermittently through the year. End-of-year assessments will also be conducted to assess content mastery and make academic decisions for summer learning and strategic interventions for the following school year. Google Meets or ZOOM will be used in K-12 for direct engagement and any necessary assessments that are completed. Students will be expected to come onto the school site for end-of-year state testing. In grade 7-12, NWEA, STAR Reading, STAR Math, PAST, iReady, and DSA assessments will be utilized for progress monitoring and interim assessments. EdGenuity and Proximity Learning also offer interim assessments that will guide collaborative teams when examining the mastery of essential standards.



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

The District will follow all ADE and federal guidelines for implementing effective dyslexia screenings and services. A variety of Level I and Level II screeners (e.g. PAST, RAN, DIBELS, DSA, TWS, GORT 5, and C-TOPP 2) will be used to identify referred students for dyslexia characteristics. All students in grades K-6 and referred students in 7-12 were screened during the 2020-2021 school year to ensure the district was properly following the law related to dyslexia services. Therefore, all screenings are up-to-date and the district is ready to begin needed services for the 2021-2022 school year.

Students on both the K-6 and 7-12 campuses have a designated staff member who is responsible for providing dyslexia services. The Susan Barton Reading and Spelling System is in place across the district and necessary staff members have been trained to provide the services. Dyslexia services, for virtual learners, will be provided as prescribed. The dyslexia interventionist at each building has time set aside in their schedules to provide virtual intervention to students in small groups, as prescribed by the Susan Barton Reading and Spelling System. Identified students will receive instruction 90 minutes per week, either 1-1 or small group (up to 3 students), either on campus or virtually.

The district coordinator will ensure that all state requirements of the dyslexia law are met

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



Activity teachers (art, music, and library) will be trained so that they may provide whole group enrichment services to students in grade K-3. All students in these grades will have provided enrichment on a weekly basis and needed documentation will be kept using the Kingore Observation Inventory to properly document students who are showing any signs of giftedness as defined by Arkansas law. For K-3 virtual students, the same, or very similar, whole group enrichment lesson will be updated to Google Classroom in each grade level so that there is universal access to whole group enrichment services in the district. Students in grades 4-6, who have been identified as needing gifted services, for at least 150 minutes per week, will be served by a pull-out teacher. These pull-out times will be in the afternoon when interventions are taking place, so that gifted services are viewed as an intervention for students who are needing support with Solution Tree, essential question number four "How will we extend and enrich learning for students who have demonstrated proficiency?" For virtual students who are needing gifted services, lessons will be uploaded to Google Classroom, but gifted students will also be encouraged to engage with onsite peers via Google Hangouts during designated times for gifted services.

Gifted students in grades 7-12 will be assigned to at least one PreAP/Honors and/or AP course that will be available onsite or virtually to ensure the needs of students are being addressed. The GT Coordinator will make, at minimum, monthly contact with secondary gifted services to touch base regarding opportunities beyond the classroom and any needs that may have arisen for identified gifted students.



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

Home language surveys will be disseminated to all kindergarten students and students new to the district. These forms will be reviewed to determine if any students need additional screening for possible ESOL services. Any students who currently have LPAC's in place will receive any needed services as outlined in those individual plans. ELPA screeners and any other needed assessments will be given as needed to ensure the needs all ESOL/ESL students are being met. The district ESOL Coordinator will be the point of contact for these services and will monitor implementation of support services. Any student who is virtual will still receive needed services and adjustments to the academic setting. All teachers of identified ESOL virtual students will be provided a copy of the student's LPAC plan and trained to provide appropriate accommodations that may be needed, using the digital (Google Classroom, ZOOM, and Google Meet). Students needing additional intervention will receive 30 minutes three times per week of ESOL instruction during the scheduled intervention time.

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

Special education services and supports will be determined by the student's IEP Committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Accommodations may be provided through the learning management system when necessary. Students will be scheduled onsite for special education evaluations. Conferences can be conducted by choice of parent, either virtually or on-site.

Staffing ratios for Special Education services will be based on program standards and time will be scheduled in the day for providing virtual services proportional to student enrollment. One resource teacher per grade level will be responsible for providing synchronous instruction to students attending virtually at a scheduled time each day to meet the requirement of the IEPs. Students who qualify for self-contained services and whose parents have opted for virtual instruction will be served using Google Meets and/or ZOOM.



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 providing copies of notes in digital format, text to speech features, and extended time to complete assignments. Teachers have been provided with professional development from educational cooperative, Solution Tree, and other consultants to help support their virtual instruction and resources such as PearDeck, manipulatives, and digital tools, etc. The ADE/DESE has also provided development on Google Classroom as well.

Teacher Supports

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

During the 2020-2021 school year, the purchased SmartBoards equipped with 360 cameras and built-in microphones for each classroom, which allowed teachers to provide more effective inclusion of students who were receiving instruction remotely due to COVID-19. Those SmartBoards will continue to be utilized during the 2021-2022 school year to provide virtual instruction as well. Teachers have access to such resources as laptop computers provided by the district, iReady instructional resources, Google Classroom, Google Meets, ZOOM, Boardwork digital resources, Edgenuity, as well as many other technology resources.

The district will provide additional instructional technology training for teachers who need support throughout the school year.



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?

Each school has created master schedules that include collaborative planning time as well as time for teachers to prepare for instruction, providing a minimum of 200 minutes of scheduled time per week. During collaborative planning time, teachers collaborate with members of their team to review data and receive training for instructional strategies, technology, and accommodations/modifications for students. With the remaining time, teachers will have the opportunity to prepare for instruction, creating resources, meeting with parents, etc.

The district has hired instructional specialists as well as math and reading coaches to aid teachers in planning for learning loss. Schools and district leaders will also receive support from consultants from ADE, Great Rivers Service Cooperative, and Solution Tree.

District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.

The Lee County School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures.

*The district will use the following measures to ensure equitable access for all students:

*State and federal funds will be used to provide equitable access to educational services for all students

*Equal access to technology devices and internet access

*Coordination with district support service programs, including Special Education, 504, ESOL, GT

*Utilization of the district MTSS process for student support and intervention

Digital learners will be provided with a Chromebook and "hotspots" if needed. The district has a parent "point for contact" person who will assist parents and students as needed. Parents will also have access to teachers and teachers will make weekly parent contact to discuss with parents any problems that students may be having. Parents can also request assistance at the school for technology support.



All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

The district will conduct all statewide summative assessments onsite following DESE guidelines. Parents will be notified of onsite testing requirements in one or more of the following ways:

- *During enrollment

- *Via district website

- *Via district Facebook page

- *Written communication to parents (letters sent home, text messages, emails)

The district will follow all testing guidelines provided by the DESE for testing virtual students. These guidelines will also be shared with parents.

Accommodations may include bringing students to school after regular school hours and on Saturdays to complete assessments. Student will also be offered the opportunity to test in small groups of no more than five (5) using social distancing while onsite.

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.

LCSD will monitor and evaluate the effectiveness of the digital option by collecting data, such as student attendance, report card grades, and Ready for Learning assessment results. The district leadership team will analyze the data and compare the results of students receiving instruction onsite with those receiving instruction virtually. A plan of support will be created for students falling behind, which may include returning to onsite instruction, at least part of the time.

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)

At the beginning of the school year and throughout the year, parents will schedule time to meet with the teachers concerning accessing and utilizing digital tools and resources. The teachers will always be accessible via phone calls and/or emails.

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

The waiver requests were approved by Commissioner Key during the Board Meeting.

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

Feedback link: https://docs.google.com/spreadsheets/d/16I7DOZlfieg_f62sGcZd4

Policies



Please provide a link (URL) to the attendance policy for digital learning students.	https://www.lcsdtrojans.net/o/district/browse/2436 Digital learning students w
Please provide a link (URL) to the discipline policy for digital learning students.	https://www.lcsdtrojans.net/o/district/browse/2436 Digital learning students w
Please provide a link (URL) to the grading policy for digital learning students.	https://www.lcsdtrojans.net/o/district/browse/2436 Digital learning students w

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