Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Greenbrier School District (2303000)

School Year 2022-2023

> ❗ 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 three years):	1 Year (School year 2022-2023 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2303018 - Greenbrier Middle School 2303017 - Greenbrier High School 2303020 - Greenbrier Junior High School	7-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	We are requesting this waiver. Given the nature & intent of a self-paced learning environment, Greenbrier will need the flexibility to enter attendance based on student engagement, synchronous and/or asynchronous, each day.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	

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.
				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
				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.

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; 6-10-126	We are requesting the waiver. 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.

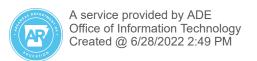| Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			e are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours. Because asynchronous learning will take place 7th-12th, 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.

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.
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)	The district is not requesting a waiver as it does not apply to 7-12.

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.

7th-12th grade Digital Program

Greenbrier Academy will utilize Virtual Arkansas 7-12 courses to power our Greenbrier Academy (virtual option).

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.

7-12 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 aligned with the Greenbrier Academy/Virtual Student attendance policy.
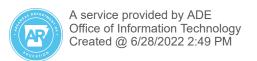
What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

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.

7-12 Digital Program for Advisory
For Greenbrier Academy students in grades 7-12, 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.

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.

7-12 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.

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.

7-12 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?

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?

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 s

Technology / Platforms

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

7-12 Digital Program

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

7-12 Digital Program for Advisory

Google Suites will be the learning management platform for all Greenbrier Academy 7-12 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.

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.

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.
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.

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

Virtual Arkansas provides access to 159 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.

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.

7-12 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.

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/

7-12 Digital Program
Because students in grades 7-12 are expected to attend advisory sessions daily, Google Suites will be used to facilitate teacher-student communication for remote learning during Advisory. This incomferences 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.

7th-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.

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 7-12 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.

7-12 Advisory

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.

7-12 Digital Program

P-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.

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.

7-12 Advisory
For Greenbrier Academy students grades 7-12, 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 are not effective in ensuring student engagement.
.

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

7-12 Digital Program

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 7-12 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.

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 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 student

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

7-12 Digital Program

The district will ensure dyslexia law requirements are met for on-site and remote learners. Universal Screening for 7th-12th grade will take place on campus during 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 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 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) develivry model. This Virtual/Remote delivery will be done synchronous 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 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 white board 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 partnering school

the SIS by partnering school.

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

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 following AP courses will also be available to # - # grade students through Virtual Arkansas: (list courses available and districts would only include those that they will utilize for their students). 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. 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.

Approval can be found here.

Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.
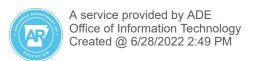
7-12 Digital Program

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.

necessary adjustments to needed accommodations and supports.

The Greenbrier School District ESL Program Handbook can be found at:
https://docs.google.com/document/d/1n2w1HqQC2aL9n5i-
G8keBAh2utPuYwloqjzF3jYKFSY/edit?usp=sharing

7-12 Digital Program
Virtual Arkansas provide accessibility tools to support ESOL/ESL and will
provide the needed accommodations/modifications per the individual LEP
uploaded into the SIS by partnering schools.
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.

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

7-12 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 need for equipment and if it will be school or parent provided
IEP teams will determine consideration for assistive technology supports and referral to the district Assistive Technology Team as appropriate

****
*

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)

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 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.

Virtual Teachers use curriculum and instructional strategies that include the following

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.

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.

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.

7-12 Digital Program

Regarding staff who will serve as advisory teacher for Greenbrier Academy students grades 7-12, 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?

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.

7-12 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/1MJO7hqy3Y6PchEmgHamYvq32g-OflXWq/view?usp=sharing
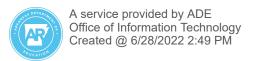
All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

7-12 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 student 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.

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.

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.

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)	**7-12 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. **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/1pQJA7PmAmKQifAO5kJ20qX7dzneJ
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, Gree

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT

LEA INSIGHTS

Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT
Please provide a link (URL) to the grading policy for digital learning students.	https://drive.google.com/drive/folders/1fzRxZzkfUjdz-2FYujRd2K7uHlgUdfgT

∧ Back to Top