Act 1240 District Waiver Request

District:	**Scranton**
LEA Number:	**4204016**
Superintendent:	**Mr. Toby Cook**
Email:	**tcook@scrantonrockets.net**
Contact for Waiver:	**Mr. Toby Cook**
Contact Email:	**tcook@scrantonrockets.net**
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Date Received by DESE:	

Schools	Grades/ Courses	Interaction	Delivery	Platforms
Scranton Elementary	**K-6**	☐ Asynchronous ☐ Synchronous ✔☐ Asynchronous & Synchronous	✔☐ Virtual (online) ☐ Blended (hybrid)	✔ ☐ LMS Red Comet/Buzz ☐ CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS Edgenuity ☐ CMS
		☐ Asynchronous ☐ Synchronous ☐ Asynchronous & Synchronous	☐ Virtual (online) ☐ Blended (hybrid)	☐ LMS Canvas ☐ CMS

	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		o	6-18-213(a)(2)	The Scranton School District will utilize online virtual (remote) learning through the GFESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in GFESC K-6 Virtual option will be measured through engagement. Students who are not consistently engaged may be removed from the virtual option and returned to onsite instruction.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	The GFESC K-6 Virtual option is not requesting a Class Size waiver for any grades K-6. The class sizes will not exceed the allowable number of students in any of the grade levels K-6, regardless of the grade configuration per building. Several of the school districts participating in the GFESC K-6 Virtual option have grades 5-6 in the Elementary building, thus the GFESC K-6 Virtual option will follow the same guidelines for class size as they would for grades K-4. 100% virtual or remote 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.
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 teaching load.100% virtual or remote classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Students will have some control over time, place, and pace in the GFESC K-6 Virtual option. The district and GFESC K-6 will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.

Clock Hours	1-A.2			The district will not apply for this waiver as clock hours do not apply to elementary.
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 Scranton School district is requesting the Recess Waiver. Recess will be a part of every virtual students' daily schedule. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for physical activity. Physical activity and nutrition standards will also be embedded in the curriculum of classes as is appropriate. Required health screenings will be scheduled and conducted at the school.

Application Information

Write your plan in the space provided (middle). On the left is the application prompt, on the right is the page in the digital learning guidebook that provides information about this prompt.

Interaction / Delivery	
What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.	The GFESC K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students.Our local Scranton School District general classroom teachers will not have any instructional responsibilities with our fully virtual students. Building administrators, the district point of connection, counselors, special education teachers, interventionists, dyslexia specialists, ESOL teachers, etc. will continue to work with all students whether on-site or 100% virtual to ensure that all student needs are met. The GFESC K-6 Virtual option teachers and paraprofessionals will be responsible for all instruction for 100% virtual students. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All GFESC K-6 virtual students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Virtual Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the GFESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the GFESC K-6 Virtual program on a daily basis Monday - Friday. The 100% virtual students will be expected to attend synchronous instruction daily as outlined in the sample schedule attached. The schedule is still a work in progress but will require all students to participate daily in both synchronous and asynchronous instruction. All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Fundations; they have online components to use through the FunHub. Fundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The GFESC K-6 Virtual teachers will be trained in Fundations and Heggerty and will have support from the GFESC Literacy Specialists. The

GFESC Literacy Specialists will also work with the teachers to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Assessments will be used to progress monitor and make certain that students are learning. Fundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The GFESC Literacy Specialists will meet with school to teach/coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies.

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Fundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Fundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Fundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as synchronous whole group instruction with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule Monday - Friday for K-2:
8:15-8:30
Phonemic Awareness (Whole group and/or small group) 10-15min
-Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).
-Teacher uses engaging activities and materials to support instruction and represent sounds.
-Modeling followed by guided practice, including immediate, corrective feedback
-Teacher clearly and accurately pronounces individual sounds of words
-Students are actively engaged in multisensory instruction
-Instruction promotes automaticity
-Lesson includes an emphasis on phonological continuum in the absence of print

8:30-9:00
Phonics (Whole group) 30-40 min Fundations
-Lesson includes a short review of previous learning.
-Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program
-Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).
-Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)
-Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.
-Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)
-Teacher introduces an explicit encoding strategy to segment and map sounds to print.
-Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).
-Instruction promotes automaticity (Fundations Fluency piece).

	9:00-9:30
	Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min
	Vocabulary:
	-Bring in academic vocabulary from science and social studies topics
	-Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.
	-Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.
	Comprehension:
	-Make predictions; Ask questions about science, social studies or morning message content; sequence events.
	-Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.
	-Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.
	9:30-9:45 Small Group Instruction 15-20min per group
	-Lesson is based on student data.
	-Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
	-Explicit instruction promotes accuracy and automaticity with letters and sounds.
	-Oral language/vocabulary activities are used to build language comprehension.
	-Instruction promotes early concepts of print.
	-Students are actively engaged in multisensory instruction.
	-Instruction progresses from teacher modeling, to guided practice, to independent practice.
	-Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books).
	-Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
	-Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills.
	-Book Selection matches the decoding ability of the students based on student data.
	## Addendum
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.	Scranton School District will utilize online virtual (remote) learning through the GFESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.
Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners? ***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.**	Scranton School District will use the GFESC K-6 Virtual option for delivery of instruction for students that are 100% virtual. Scranton School District will provide an Arkansas certified teacher of record and a District Point of Connection. Mario Beshears, Curriculum Specialist of the Scranton School District, will be the point of connection between the district and GFESC K-6 Virtual option. The GFESC K-6 Virtual option will provide training and support for the District Point of Connection. The GFESC K-6 Virtual option will have Arkansas certified teachers as the instructors for all course content from the Red Comet - Buzz LMS. The GFESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All GFESC K-6 Virtual teachers and paraprofessionals will be required to participate in professional development and digital training with support from the GFESC K-6 Virtual Coordinator.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	GFESC K-6 Virtual option students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate

	twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the GFESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the GFESC K-6 Virtual program on a daily basis Monday - Friday. GFESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. GFESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.
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?	Students in the GFESC K-6 Virtual option will be supported by a virtual teacher, as well as a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. All GFESC K-6 Virtual option teachers and paraprofessionals will be trained on the Red Comet - Buzz LMS and provided support through professional development. The GFESC K-6 Virtual option Coordinator will also provide support for teachers and parents as needed.
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?	School districts that are using the GFESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. The teachers will utilize the paraprofessionals for communication with students and/or parent/guardians, instructional support, differentiation, etc. The GFESC K-6 Virtual Coordinator will communicate regularly with the District Point of Connection, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.
Technology / Platforms	
Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	The Red Comet - Buzz Learning Management System (LMS) will be utilized for the GFESC K-6 Virtual option.
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.	The Red Comet Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Red Comet - Buzz LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. The GFESC K-6 Virtual option teachers and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Connection, and the GFESC K-6 Virtual option Coordinator have full access to the Reporting feature of the LMS as well.

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.	The GFESC K-6 Virtual option teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student. The GFESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.
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.	Every virtual student will be provided with a district-issued device. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus of the district in all locations, as well as in some other community locations through a partnership with our district and the community.
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.	GFESC K-6 Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. The GFESC K-6 Virtual option uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. The GFESC K-6 Virtual teachers and paraprofessionals will make daily contact with all virtual students, both synchronous and asynchronous. In the event a student is not engaging in synchronous sessions as required, the district point of connection as well as the GFESC K-6 Virtual option Coordinator and/or teacher will reach out to the student and/or parent via phone call, individual zoom session, etc. as a way to check-in and monitor the safety/wellness of the student. The school district building administrator and counselor will reach out when necessary as well. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the GFESC K-6 Virtual K-6 teachers will contact the partnering school including the district point of connection and counselor to step in to provide intervention. The GFESC Virtual K-6 teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, GFESC Virtual K-6 provides ongoing professional development to their teachers to support SEL strategies. Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.
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.	Scranton School District has access to the Red Comet - Buzz LMS to monitor students in real time. Virtual option teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual option teachers will involve the partnering school through the Point of Connection, first. GFESC K-6 Virtual option coordinator will contact administrators if the initial intervention is not successful.
Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	GFESC K-6 Virtual option teachers have been trained to identify and intervene when a student is not being successful in the program. They are trained to deliver Tier 1 and Tier 2 interventions through their class interactions and additional supports through their zoom sessions with the students. If those are still unsuccessful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. GFESC K-6 Virtual option 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. Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years.

	If a student is not making the required daily academic progress or is not engaging consistently, the GFESC K-6 Virtual teacher will intervene. The interventions may include, but are not limited to: Teacher activity: ○ A phone call to student and parents ○ Create and implement Student Individualized Intervention Plan ○ Academic coaching Student activity: ○ Specific completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student. ○ Mandatory in-person or virtual meetings with the teacher, student and/or parent to monitor progress. ○ Increased time spent on coursework ○ Remediation with a teacher to ensure success on assignments Interventions may include but are not limited to weekly check in meetings with the GFESC K-6 Virtual teacher, parent and student meetings with campus administration, or a transition to face to face instruction. Interventions will be scheduled on an "as needed" basis for each student. All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific services and assessments.
Describe the district or school's formative assessment plan to support student learning.	GFESC K-6 Virtual Option has 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 sessions to do informal formative checks to ensure clarity for students on asynchronous learning tasks.
Describe how dyslexia screening and services will be provided to digital learning students.	The Scranton School District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Students in dyslexia screening grades will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. If a need for dyslexia screening is determined for a virtual student in non-screened grade levels, the local educational team and Dyslexia interventionist will schedule on-site screenings for those students, with virtual screenings also being available for students that cannot get to campus. Any virtual student qualifying for dyslexia services will receive services from a district dyslexia interventionist. Additionally, virtual students who qualify for dyslexia services will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. Moreover, if any virtual students requiring dyslexia services want to receive just those services on campus in addition to their virtual schedule, they would be allowed to do so.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	All GT program approval standards will be met when designing programming for identified gifted students with all GT policies of the Scranton School District followed for virtual students. All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the District GT Coordinator. For grades 3-6, all GFESC K-6 Virtual option courses provide for differentiation for GT students. Also for grades 3-6, fully virtual GT students will have the option to participate in on-site GT classes with the District GT Coordinator or participate in virtual GT classes with our District GT Coordinator through Google Classroom. The GFESC K-6 Virtual option teachers have been trained in classroom differentiation and will differentiate content for GT students in

	their classes. In K-2, weekly lessons will be shared with GFESC K-6 virtual teachers to provide enrichment for all K-2 virtual students. The GFESC K-6 Virtual Option Coordinator is GT certified and will provide lessons for both GFESC K-6 Virtual teachers and students. Referral/Placement conferences will be held virtually through a Google Form process developed by the GFESC K-6 Virtual option Coordinator in coordination with the point of connection at the Scranton School District and/or district GT coordinator.
Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.	Scranton School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners. The Scranton School District ESOL teachers and paraprofessionals will provide support for English language learners in the GFESC K-6 Virtual option. Licensed teachers and trained paraprofessionals—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy. The GFESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. 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
Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	All Scranton School District special education students in the fully virtual program will receive individualized classroom modifications that meet all requirements of IEP through the GFESC K-6 Virtual option teacher. The Scranton School District counselors and special education staff will upload the IEPs with modifications for each special education student into the Red Comet/Buzz platform. Red Comet courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by our school district. The Scranton School District's special education staff will provide additional support for special education students as determined by the student's IEP committee. The committee will determine the best method of delivery of services in addition to modifications in place through the GFESC K-6 Virtual option teacher and could include additional zoom sessions, google classroom interventions, and/or home visits. The GFESC K-6 Virtual option teachers and the Scranton Point of Connection, counselors, special education, ESOL, etc. teachers will be in contact weekly or more as needed. Students and parents will be scheduled on-site for special education evaluations whenever possible, but could conduct these evaluations virtually if appropriate. Special education conferences will be conducted virtually, however parents and students would be allowed to meet in-person on campus if the family desired to do so.
Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.	Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. All 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.
Teacher Supports -	

Describe district and school supports to provide on-going digital content and instruction./al supports for teachers.	The Scranton School District will utilize the Guy Fenter ESC K-6 Virtual Option as the digital content and instructional solution. The Guy Fenter ESC K-6 Virtual Option will incorporate training for the usage of the Red Comet - Buzz Learning Management System and virtual instructional strategies. All Guy Fenter ESC K-6 Virtual personnel will participate in both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. The Guy Fenter ESC K-6 Virtual Option will collaborate with a team of instructional and digital content experts for in-time support for all teachers. Finally, the Guy Fenter ESC K-6 Virtual Option will have a team of technology support specialists to assist with any technological issues. The Scranton School District will also provide all of the teachers in our district with enhanced training pertaining to Google Classroom, digital content delivery, and better techniques for providing instruction for students learning remotely. Additionally, training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom. We are continuing these PD offerings to be fully prepared for any circumstance that would require our district teachers to provide instruction for remote learners. We believe that training all of our district teachers will be a way to reach out to multiple parents and families of both virtual and on-site students in the district.
Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?	The Scranton School District will utilize the Guy Fenter ESC K-6 Virtual Option. The Guy Fenter ESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regard to teacher planning time (40 minutes per day). The Guy Fenter ESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for all teachers. The Guy Fenter ESC K-6 Virtual Option will utilize curriculum developed by faculty members and subject matter experts within the Red Comet - Buzz Learning Management System which are aligned to Arkansas state standards. The Guy Fenter ESC K-6 Virtual option will provide professional development to aid personnel as they provide instruction to the students
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 Scranton School District will ensure that all students have access to any Scranton education programs for which they are academically eligible. This includes full virtual instruction, as is the case with all educational opportunities in our school district. The following policy is our Scranton School District policy pertaining to equal educational opportunity for all students. 4.11—EQUAL EDUCATIONAL OPPORTUNITY No student in the Scranton School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.
All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.	All GFESC K-6 Virtual Option students will be required to do statewide summative and school/district required testing (Istation, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the Scranton School District personnel. All testing data will be shared by the Scranton School District for analysis by GFESC K-6 Virtual Option personnel. The Scranton School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Scranton School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner. Scranton School District will utilize school district personnel at each campus to proctor statewide summative testing of virtual students and to notify parents and students of onsite

	testing dates and requirements through the district through the use of building calendars, the school website, phone calls, mail, emails, and/or messages through the LMS, and the district mass notification system.
Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.	The GFESC K-6 Virtual Option will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The GFESC K-6 Virtual option will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. Scranton School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Scranton School District will analyze student data from ACT Aspire, GFESC K-6 Virtual Option grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. The Scranton School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Scranton School District will analyze student data from ACT Aspire, GFESC K-6 Option grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. The District Point of Connection, Administrators, Counselors, etc. will use the data collected to target areas of needed improvement and to address any issues that need to be changed in order to increase student achievement in the fully virtual program. For individual students and their individual success, the Scranton School District Point of Connection has full access to the RedComment - Buzz (SIS) to monitor all academic progress of all virtual students and will be weekly monitoring all virtual students and their academic progress.
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)	Scranton School District will support parents and students with digital tools and resources including, point in time technical support for hardware and software issues, maintenance and support of the district LMS, access to district Wi-Fi available with Scranton Utilities. The GFESC K-6 Virtual Option will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The GFESC K-6 Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The GFESC K-6 Virtual Option faculty will also conduct parent/teacher conferences as required by state standards.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	The local school/district will provide URL evidence of school board approval of the waiver request. Board Approval (Minutes)
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	The local school/district will provide URL evidence of stakeholder feedback regarding the waiver requests and the communication plan regarding digital learning programs. Stakeholder Discussion List
Policies	

Please provide a link (URL) to the attendance policy for digital learning students.	GFESC K-6 Virtual students are expected to access, attend, and interact with the online content on a daily basis and participate in the interactive sessions. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the GFESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the GFESC K-6 Virtual program on a daily basis Monday - Friday. The principal and counselor at the school district will monitor student engagement and communicate with students and families to ensure students are on pace and engaged. [Scranton Attendance Policy](#)
Please provide a link (URL) to the discipline policy for digital learning students.	Scranton School District students who are enrolled in the GFESC K-6 Virtual option digital learning program are expected to follow the local district discipline policies. The discipline policies for digital learning students will be the same as for all students in our district, including the expectation of appropriate behavior during virtual sessions. The Scranton School District has provided URL evidence of our discipline policies for all students including digital learning students through the following link: [Scranton Discipline Policy](#)
Please provide a link (URL) to the grading policy for digital learning students.	Scranton School District students who are enrolled in the GFESC K-6 Virtual option digital learning program will be provided grades based on the local school district's grading policy and shall be consistent with that of on-site students. The evaluation of each student's performance on a daily basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course(s). Final grades are provided to the schools who are expected to keep those records and will enter the students' grades in eSchool accordingly. The Scranton School District has provided URL evidence of our grading policy for all students including digital learning students through the following link: [Scranton Grading Policy](#)