



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 El Dorado School District (7001000)

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 #:** 7001000  
**Superintendent:** Jim Tucker  
**Email:** jtucker@esd-15.org  
**Phone:** (870) 864-5006  
**Duration Requested (not to exceed three years):** 3 Years  
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7001010 - Barton Jr. High School	7/8 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001012 - El Dorado High School	9-12 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001011 - Washington Middle School	5/6 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



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)	<p>ESD requests this waiver for attendance to allow virtual students to be marked present and receive credit for attendance by completing online assignments and participating in online meetings instead of being physically present onsite. This attendance will be monitored by the ASSIGNED TEACHER THROUGH FLEX POINT GLOBAL.</p> <p>Virtual students must follow the district attendance policy to remain in the virtual program.</p>
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	THIS WAIVER IS NOT REQUESTED.



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.
<b>Teaching Load</b> 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	THIS WAIVER IS NOT REQUESTED BECAUSE INSTRUCTION IS 100% VIRTUAL.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				ESD requests to waive the DESE rules governing the 6-hour instructional day requirement for virtual students. ESD's Wildcat Online Academy (WOA) students will learn in their own time, place, and pace (when not in a live class meeting). This may mean that an individual student may not need the 6 hour instructional day to meet the standards/lessons for that day. A virtual student may take more or less time on the daily assignments, since the technology-based instruction allows for flexibility.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>TEACHERS AND STUDENTS WILL INTERACT BOTH SYNCHRONOUSLY AND ASYNCHRONOUSLY. WE EXPECT STUDENTS TO LOGIN EACH DAY AND WORK 3-6 HOURS PER WEEK PER CLASS (WITH ASYNCHRONOUS COURSEWORK) IN ORDER TO KEEP UP WITH, AND IN SOME INSTANCES STAY AHEAD OF THEIR WORK.</p> <p>This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>
<b>Recess</b> (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)	THIS WAIVER IS NOT REQUESTED.



## 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.

TEACHERS AND STUDENTS WILL INTERACT BOTH SYNCHRONOUSLY AND ASYNCHRONOUSLY. WE EXPECT STUDENTS TO LOGIN EACH DAY AND WORK 3-6 HOURS PER WEEK PER CLASS (WITH ASYNCHRONOUS COURSEWORK) IN ORDER TO KEEP UP WITH, AND IN SOME INSTANCES STAY AHEAD OF THEIR WORK.

IT IS RECOMMENDED THAT STUDENTS ATTEND A MINIMUM OF ONE SYNCHRONOUS SESSION PER WEEK PER COURSE, PARTICIPATE IN SYNCHRONOUS BEGINNING OF THE SEMESTER ORIENTATIONS, AND PARTICIPATE IN REGULAR SYNCHRONOUS CLASS MEETINGS.

STUDENTS ARE REQUIRED TO ATTEND INDIVIDUAL SYNCHRONOUS DISCUSSION BASED ASSESSMENTS WITH THE TEACHER TO DISCUSS MAJOR CONCEPTS BEFORE TESTS. THE INSTRUCTOR MAY RETEACH AND/OR PROVIDE RESOURCES BEFORE PROVIDING ACCESS TO THE TEST. FLEX POINT GLOBALTEACHERS HOST COLLABORATIVE LIVE LESSONS, HELP SESSIONS, AND REGULAR VIDEO CONFERENCE SESSIONS TO ENSURE SUCCESS FOR ALL WOA STUDENTS.

STUDENTS ARE ALSO ASSIGNED TO WORK WITH PEERS IN COLLABORATION TASKS WHICH ARE PART OF THE CULMINATING ACTIVITIES AT THE END OF EACH SEGMENT. THESE COLLABORATIONS CAN BE SYNCHRONOUS WHICH MEANS THAT THE STUDENTS CAN MEET IN LIVE LESSONS TO COMPLETE THE COLLABORATION TASKS OR THEY CAN BE ASYNCHRONOUS IN WHICH THE STUDENTS COLLABORATE VIA TEXT OR EMAIL, OR WITH A GOOGLE ONLINE COLLABORATION TOOL.



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.

STUDENTS AND TEACHERS WILL BE VIRTUAL (ONLINE)/REMOTE (DISTANCE). GLOBAL SCHOOL TEACHERS WORK FROM HOME AND COMMUNICATE WITH STUDENTS AND FAMILIES VIA SECURE COURSE EMAIL, TEXT (IF STUDENT/PARENT REQUEST), AND SYNCHRONOUS PLATFORMS INCLUDING ZOOM, GOOGLE MEET, AND OR TEAMS.

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.

FLEX POINT GLOBAL TEACHERS PROVIDE REMOTE INSTRUCTION COMPLETELY ONLINE. IN ADDITION, THESE TEACHERS PROVIDE SYNCHRONOUS INSTRUCTION . FLEX POINT GLOBAL TEACHERS DO NOT PROVIDE IN-PERSON INSTRUCTION TO ANY STUDENTS.



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

FLEX POINT GLOBAL TEACHERS GRADE WORK AND PROVIDE FEEDBACK WITHIN 48 HOURS OF WORK SUBMITTED MONDAY TO FRIDAY.

FLEX POINT GLOBAL TEACHERS RESPOND TO CALLS AND EMAILS WITHIN 24 HOURS MONDAY TO FRIDAY.

FLEX POINT GLOBAL TEACHERS WELCOME CALLS FROM THE STUDENT AND PARENT/GUARDIAN. TEACHERS COMMUNICATE MONTHLY WITH THE PARENT/GUARDIAN.

FLEX POINT GLOBAL TEACHERS PROVIDE A WEEKLY SCHEDULE OF SYNCHRONOUS SESSIONS OFFERED ON MULTIPLE DATES AND TIMES. SESSIONS ARE RECORDED.

ESD's Wildcat Online Academy students will be monitored closely to ensure adequate grade level progress is being maintained. The teacher and/or WOA program administrator will reach out to students and parents to provide support and recommend necessary interventions. More intense, onsite intervention may be required if a student is not progressing appropriately.

Failure to meet program requirements may result in removal from WOA. Students removed from WOA will be required to return to onsite instruction on the next school day after notification. Students who are required to return onsite must wait a full calendar year before reapplying.





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?

TEACHING LOADS FOR FLEX POINT GLOBAL TEACHERS WILL FOLLOW THESE GUIDELINES:

5TH GRADE - 1 TEACHER WILL TEACH THE FOUR CORE + 1 SPECIAL TO 50 ONLINE STUDENTS; 5TH GRADE SPECIAL ONLY TEACHER MAY TEACH UP TO 150 STUDENTS.

6TH - 12TH GRADE TEACHERS TEACH ONE OR MORE COURSES WITHIN THEIR CERTIFICATION. THEY WILL TEACH BETWEEN 150 - 200 STUDENTS.

The class size waiver will be restricted to the virtual setting.

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using ACT Aspire assessments and Renaissance STAR assessments.

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?

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## Technology / Platforms



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

STUDENTS WILL ACCESS COURSES THROUGH THE FLEX POINT GLOBAL PROPRIETARY LEARNING MANAGEMENT SYSTEM CALLED EDUCATOR. EDUCATOR INTEGRATES WITH THE FLVS PROPRIETARY STUDENT INFORMATION SYSTEM (SIS) CALLED VIRTUAL SCHOOL ADMINISTRATOR (VSA).

EL DORADO SCHOOL DISTRICT ADMINISTRATORS WILL HAVE ACCESS TO VSA TO MONITOR PROGRESS. PARENT MAY REGISTER FOR OBSERVER ACCOUNTS IN VSA TO MONITOR THEIR STUDENT'S PROGRESS.

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.



CURRICULUM IS DEVELOPED BY THE FLEX POINT GLOBAL DIGITAL PUBLISHING TEAM. COURSES ARE DEVELOPED BASED ON SOUND PEDAGOGY FOR INITIAL CREDIT.

STANDARDS ARE TAUGHT AND ASSESSED.

COURSES ARE 45% INTERACTIVE, 13% VIDEO, 19% WRITTEN, AND 23% ASSESSMENTS.

COURSES INCLUDE A VARIETY OF ASSESSMENT TYPES AND STUDENTS HAVE CHOICES FOR COMPLETING ASSESSMENTS. ASSESSMENTS INCLUDE 300% TEST BANKS.

SUPPORTS FOR TEACHER INCLUDE CLASS TIME SLIDES, ACCOMMODATION GUIDES, FLUENCY GUIDES, AND PARENT SUPPORT GUIDES.

FLEX POINT GLOBAL COURSES USE A PEDAGOGY THAT ENCOURAGES A GROWTH MINDSET. THE FOLLOWING FEATURES CAN BE FOUND IN THE COURSES:

- +READABILITY TOOL TO ENSURE COURSES ARE WRITTEN AT THE APPROPRIATE GRADE LEVEL.
- +LESSON PAGES ARE STRUCTURED IN A WAY THAT IS ACCESSIBLE TO ALL STUDENTS (FOR EXAMPLE, HEADING, SUBHEADINGS, BULLETS, AND HIGHLIGHTING FEATURES KEEP WRITING SIMPLE AND CONCISE.)
- +PROVIDE MANY OPPORTUNITIES FOR PRACTICE.
- +CLOSE READING ACTIVITIES OCCUR THROUGHOUT THE COURSES.
- +HIGHER ORDER THINKING QUESTIONS ARE INCLUDED THROUGHOUT THE COURSES AND PROBLEM SOLVING SKILLS ARE PRACTICED,
- +LEARNING IS SCAFFOLDED SO THAT STUDENTS BEGIN WITH SIMPLE TASKS AND INCREASE THE COMPLEXITY AS LEARNING OCCURS.
- +COURSES CONNECT PRIOR KNOWLEDGE TO NEW CONTENT.
- +COURSES ACTIVATE STUDENT'S PRIOR KNOWLEDGE AND USE REAL-LIFE EXAMPLES TO HELP STUDENTS WITH DIFFERENT BACKGROUNDS.
- +COURSES INCLUDE A SUMMARY CHECKLIST IN EACH MODULE.
- +COURSES EXPLAIN THE NAVIGATION PROCESS AND PROVIDE STUDENTS WITH CLEAR OBJECTIVES AND AN OVERVIEW OF THE COURSE ACTIVITIES AND STRUCTURE.

#### 5TH GRADE COURSES:

LANGUAGE ARTS 5, MATHEMATICS 5, SCIENCE 5, SOCIAL STUDIES 5, ART 5, PHYSICAL EDUCATION/HEALTH 5

#### 6TH GRADE COURSES:

ENGLISH LANGUAGE ARTS I, MATHEMATICS 6, COMPREHENSIVE SCIENCE I, SOCIAL STUDIES (WORLD HISTORY), COMPREHENSIVE PE (INCLUDES HEALTH), VISUAL ARTS I

#### 7TH GRADE COURSES:



## FIFTH GRADE COURSES:

ENGLISH LANGUAGE ARTS II, MATHEMATICS 7, COMPREHENSIVE SCIENCE II, COMPREHENSIVE PE (INCLUDES HEALTH), VISUAL ART I OR II, AND KEYBOARDING.

## 8TH GRADE COURSES:

ENGLISH LANGUAGE ARTS III, MATHEMATICS 8, COMPREHENSIVE SCIENCE III, SOCIAL STUDIES (US HISTORY), COMPREHENSIVE PE (INCLUDES HEALTH), CODING FUNDAMENTALS, AND CAREER RESEARCH AND DEVELOPMENT.

## HIGH SCHOOL COURSE OPTIONS INCLUDE:

ENGLISH I, II, III, IV

ALGEBRA I, GEOMETRY, ALGEBRA II, PRE-CALCULUS, CALCULUS

PHYSICAL SCIENCE, BIOLOGY, CHEMISTRY, PHYSICS, ANATOMY AND PHYSIOLOGY

US HISTORY, WORLD HISTORY, ECONOMICS WITH FINANCIAL LITERACY, US GOVERNMENT, PSYCHOLOGY

PHYSICAL EDUCATION (INCLUDES HEALTH)

SPANISH I, II, III, IV

COLLEGE AND CAREER READINESS

ART

PROGRAMMING I

INTRODUCTION TO HOSPITALITY AND TOURISM

JOURNALISM I

PERSONAL FINANCIAL LITERACY

## AP COURSE OPTIONS INCLUDE:

ART HISTORY, BIOLOGY, CALCULUS AB, CALCULUS BC, COMPUTER SCIENCE A, ENGLISH LANGUAGE AND COMPOSITION, ENVIRONMENTAL SCIENCE, HUMAN GEOGRAPHY, MACROECONOMICS, MICROECONOMICS, PSYCHOLOGY, STATISTICS, US GOVERNMENT AND POLITICS, AND US HISTORY

ANY REQUIRED COURSE UNAVAILABLE THROUGH FLEX POINT GLOBAL WILL BE PROVIDED THROUGH VIRTUAL ARKANSAS. (FOR EXAMPLE, PERSONAL COMMUNICATIONS, CIVICS, ARKANSAS HISTORY, SOCIAL STUDIES 7.) SOME OF THESE COURSES ARE CURRENTLY IN DEVELOPMENT WITH FLEX POINT GLOBAL.



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.

FLEX POINT GLOBAL TEACHERS PROVIDE SYNCHRONOUS WELCOME CALLS, ORIENTATIONS, LIVE INSTRUCTION, HELP SESSIONS, AND DISCUSSION BASED ASSESSMENTS VIA ZOOM AND GOOGLE MEET.

Our instructional technology partner, Vartek, works to prepare student devices so that technology resources can be pushed out. Vartek then works hand in hand with our students, teachers, and administrators to ensure our technology works properly.

A Teacher's Distance Learning Guide has been created by our Classroom Technology Coach with live links and how-tos for all district used technology resources. In addition, the technology coach provides a Tech Tuesday email to all teachers each week with a quick, helpful technology tip. He works to put together meaningful training throughout the year for our teachers to take part in.

A Student and Parent Distance Learning Guide has also been created by our Classroom Technology Coach as a resource with live links and how-tos for all parents and students to help with navigating the different technology resources (Google Classroom, Google Meet, Google apps, Flipgrid, Epic, Khan Academy, Moby Max, Kami).



Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

Students will receive a Chromebook from the ESD, so our technology partner can manage the device push updates and maintenance.

Families will need to provide wi-fi access at the location where the student will participate in WOA. If the family is unable to provide wi-fi access, they can make arrangements with ESD to provide the family a hot-spot or find a location to access wi-fi each day.

Options for wi-fi include:

Each ESD campus (inside and outside)

El Dorado High School

Barton Junior High

Washington Middle School

Hugh Goodwin Elementary

Northwest Elementary

Yocum Elementary

Yocum Primary

Barton Library

Various businesses around El Dorado

Murphy Arts District

## 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.



In 2020-2021, ESD has utilized Lightspeed Systems, a classroom management tool. This allows teachers to keep their students logged in and participating/focused whether in person or at distance. This has been a valuable resource that we will continue to use in 22-23 to monitor the wellness and safety of students as they learn online. Google searches for certain categories send an immediate notification to administrators/counselors (such as: violence, self harm, sexual content). The student/parent is reached out to in response to the specific situation.

An attendant maintains a device checkout location twice a week. This enables parents to easily switch out a device, if an issue arises (such as a broken device, a broken or lost charger, etc).

The ESD District Behavior Support Specialist is available to meet with students and/or parents via Google Meet or onsite. She is available to counsel and give guidance to both onsite and online students that are struggling in the classroom or with personal issues. ESD teachers and/or counselors will work directly with the ESD Behavior Support Specialist to provide a referral for a student. A student can be scheduled through any personal technology device. Students/parents participate in an initial evaluation to determine what health services are needed. At that time, future appointments would be scheduled to provide specific support.

ESD Food Service offers a meal pickup day each week. Parents signup (online signup form) for meals for the week by Monday. Meals are picked up on Friday morning for the following week. Meals are packaged separately with a label giving directions for storage and preparation. Packaging contains information on allergens and contents.

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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.



FLEX POINT GLOBAL TEACHERS MONITOR STUDENT PROGRESS WEEKLY. THE TEACHER, STUDENT, AND PARENT CHOOSE AND FOLLOW A CUSTOMIZABLE PACING CHART FOR EACH CASE BASED ON PARAMETERS SET BY THE EL DORADO SCHOOL DISTRICT. IN ADDITION, Lightspeed Systems will be utilized to monitor student engagement.

Students in grades 5-6 (and students with special needs) will be required to have a learning coach. A Learning Coach must meet the following requirements:

- +Able to support the young learner (Grades 5-6) by being available to them as needed during live instruction and small group time
- +School appropriate dress for all visible during live instruction
- +School appropriate language must be used
- +Be available to supervise, support the learning, and monitor the work and progress of the child at home, including necessary technology skills
- +Must be able to answer phone calls from school staff as the need arises

ESD's Wildcat Online Academy students will be monitored closely to ensure adequate grade level progress is being maintained. The teacher and/or WOA program administrator will reach out to students and parents to provide support and recommend necessary interventions. More intense, onsite intervention may be required if a student is not progressing appropriately.

Families who wish to remain in Wildcat Online Academy must be able to meet the following program requirements:

Student math and literacy assessment results will drive discussions between home and school, when needed, to determine the appropriateness of an individual student's continued placement in virtual school.

- +Program Commitment for A SEMESTER
- +Students will use a District issued device for program participation
- +No more than 2 1 semester grades of 'D' in any class (no F's)
- +MUST NOT BE IN NEED OF SUPPORT IN ANY AREA ON THE PREVIOUS YEAR'S ACT ASPIRE
- +Students will be present with Chromebook camera on in a quiet environment to allow learning during live instruction and small group time Monday - Friday (ex: no loud music or voices in the background)
- +Learning environment must have appropriate lighting in order for students to be visible on the screen
- +Students must follow the district attendance policy to remain in the virtual program
- +Onsite and/or virtual intervention will be required if adequate grade level performance is not achieved
- +With intervention, improvement must be shown in order to remain in the program
- +Intervention may be onsite
- +Virtual students who receive related services such as speech therapy, physical therapy, occupational therapy, 504, etc. will access their services in





physical therapy, occupational therapy, etc., with access their services in a virtual format.

+Students must be physically onsite for the completion of quarterly assessments, state-mandated testing, and other services/requirements that may arise, including required interventions.

Students not meeting program requirements may be removed from WOA. Students removed from WOA will be required to return to onsite instruction on the next school day after notification. Students who are required to return onsite must wait a full calendar year before reapplying.

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



IT IS RECOMMENDED THAT STUDENTS ATTEND A MINIMUM OF ONE SYNCHRONOUS SESSION PER WEEK PER COURSE, PARTICIPATE IN SYNCHRONOUS BEGINNING OF THE SEMESTER ORIENTATIONS, AND PARTICIPATE IN REGULAR SYNCHRONOUS CLASS MEETINGS. STUDENTS IN NEED OF TIER II OR III INSTRUCTION WILL BE REQUIRED TO ATTEND THESE SYNCHRONOUS SESSIONS AS A FORM OF TIER II INSTRUCTION.

IN ADDITION, FLEX POINT GLOBAL INSTRUCTORS MAY RETEACH AND/OR PROVIDE RESOURCES BEFORE PROVIDING ACCESS TO THE TEST. FLEX POINT GLOBAL TEACHERS HOST COLLABORATIVE LIVE LESSONS, HELP SESSIONS, AND REGULAR VIDEO CONFERENCE SESSIONS TO ENSURE SUCCESS FOR ALL FLVS GLOBAL SCHOOL STUDENTS.

EL DORADO SCHOOL DISTRICT WILL DESIGNATE LICENSED PERSONNEL ON EACH CAMPUS WHO WILL MONITOR STUDENT PROGRESS TO DETERMINE IF ADDITIONAL TIER II OR TIER III NEEDS ARISE. THIS PERSON WILL COORDINATE INTERVENTIONS AND RESOURCES TO SUPPORT THE IDENTIFIED STUDENT.

ONSITE AND/OR VIRTUAL TIER II OR TIER III INTERVENTION WILL BE REQUIRED IF ADEQUATE GRADE LEVEL PERFORMANCE IS NOT ACHIEVED.

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

FLEX POINT GLOBAL COURSES INCLUDE FORMATIVE ASSESSMENTS INCLUDING PRE-TESTS, WORKSHEETS, ESSAYS, RECORDINGS, PROJECTS, DISCUSSION-BASED ASSESSMENTS AND COLLABORATION ASSIGNMENTS. STUDENTS ARE PROVIDED CHOICE IN THE ASSIGNMENT AND CHOICE IN DEMONSTRATING KNOWLEDGE.

Students in grades 5 - 12 use RENAISSANCE STAR MATH AND LITERACY assessments as a data source multiple times a year. These assessments will be administered onsite for all students whether onsite or virtual.

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

Students in grades 5-12 may be screened upon referral by the teacher. Screeners and Diagnostic assessments will be administered onsite to all students (onsite and virtual).

Students displaying markers or exhibiting a need for intervention will be scheduled into a small group intervention that will meet daily with a teacher or paraprofessional trained in Sonday, or Connections OG. (Each school band 5-6; 7-8; 9-12 will also have personnel trained in Take Flight this summer.)

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

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



5TH GRADE Students qualifying for GT services WILL receive ONSITE services 2 dayS per month at our GT Center FOR A TOTAL OF 10 HOURS MONTHLY (600 MINUTES).

6TH GRADE STUDENTS QUALIFYING FOR GT SERVICES WILL RECEIVE ONSITE SERVICES 1 DAY PER MONTH AT OUR GT CENTER FOR A TOTAL OF 5 HOURS MONTHLY (300 MINUTES). IN ADDITION, 6TH GRADE STUDENTS CAN ELECT TO TAKE ADVANCED ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES CLASSES THROUGH FLORIDA VIRTUAL SCHOOL GLOBAL.

6TH - 8TH GRADE STUDENTS MAY TAKE THE FOLLOWING ADVANCED COURSES OR HONORS COURSES THROUGH FLORIDA VIRTUAL SCHOOL GLOBAL:

ENGLISH LANGUAGE ARTS I, II, III  
MATHEMATICS 6, 7, 8, ALGEBRA I  
COMPREHENSIVE SCIENCE I, II, III, PHYSICAL SCIENCE  
SOCIAL STUDIES 6, SOCIAL STUDIES 8

9TH -12TH GRADE STUDENTS MAY TAKE THE FOLLOWING HONORS CLASSES THROUGH FLORIDA VIRTUAL SCHOOL GLOBAL:

ENGLISH I, II, III, IV  
ALGEBRA I, GEOMETRY, ALGEBRA II  
PHYSICAL SCIENCE, BIOLOGY, CHEMISTRY  
UNITED STATES HISTORY, WORLD HISTORY

9TH -12TH GRADE STUDENTS MAY TAKE THE FOLLOWING ADVANCED PLACEMENT COURSES THROUGH FLORIDA VIRTUAL SCHOOL GLOBAL:  
ART HISTORY, BIOLOGY, CALCULUS AB, CALCULUS BC, COMPUTER SCIENCE A, ENGLISH LANGUAGE AND COMPOSITION, ENVIRONMENTAL SCIENCE, HUMAN GEOGRAPHY, MACROECONOMICS, MICROECONOMICS, PSYCHOLOGY, STATISTICS, US GOVERNMENT AND POLITICS, AND US HISTORY

All requirements from GT Program Approval Standards are met for the gifted program for remote learners.



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

The ESD ESOL Coordinator will have a list of the ESOL students that are virtual/online. She will collaborate with the teachers to be sure the appropriate supports are being utilized. Imagine Learning is a tool that will be used for both onsite and online ESOL students. The daily intervention time for ESOL students will include Imagine Learning.

STUDENT LPACS WILL BE PROVIDED TO the FLEX POINT GLOBAL PRINCIPAL AND TEACHER. FLEX POINT GLOBAL TEACHERS HAVE SUPPORTS IN THE LEARNING MANAGEMENT SYSTEM TO ASSIST THE ELL STUDENT.

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners.

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



Each student will have a Remote Learning Plan (RLP) that is individualized to the student's specific needs. The RLP becomes a part of the student's IEP for the UPCOMING school year. The RLP is being created/reviewed at annual review conferences EACH Spring. (Please see attached sample RLP for details.) In addition, students with significant cognitive disabilities will have access to the following online platforms which may also be printed:  
Don Johnston Inc. (Readtopia, Co Writer and SNAP & READ)  
N2Y, LLC ( News2You, Unique Learning System)

Special Education Evaluations will continue to be completed within the 90 day timeline set forth by IDEA. Digital learning students will continue to be scheduled to come to the district special education office to be evaluated where COVID-19 CDC Guidelines will be strictly enforced. The El Dorado School District Special Education Dept. has a variety of PPE available to students with disabilities in order to safely access onsite psychoeducational, speech/language, occupational therapy and physical therapy evaluations amongst COVID-19 concerns. Classroom observations that are a required component for eligibility will be done through Google Classroom by the school counselor. All related service providers (speech, occupational and physical therapists) are highly trained in universal precaution.

All special education conferences for digital learning students will be held through Google Meet or via phone unless parent requests to participate in person. If participating in person, CDC Guidelines will be strictly enforced.

STUDENT IEPs, 504 PLANS, AND RLPS WILL BE PROVIDED TO THE FLEX POINT GLOBAL PRINCIPAL AND TEACHER. FLEX POINT GLOBAL TEACHERS HAVE SUPPORTS IN THE LEARNING MANAGEMENT SYSTEM TO ASSIST STUDENTS WITH AN IEP OR 504 PLAN.

INHERENT SUPPORTS AND ACCOMMODATIONS IN FLORIDA VIRTUAL SCHOOL GLOBAL COURSES INCLUDE:

- +EXTENDED TIME
- +GUIDED PACING
- +TEXT-TO-SPEECH ACCESSIBILITY
- +MULTISENSORY INSTRUCTION WITH AUDIO, VIDEO, ANIMATION, AND INTERACTIVITIES
- +ALTERNATE FORMS OF PRESENTATION
- +NOTE-TAKING TUTORIALS
- +INDIVIDUAL FEEDBACK
- +INDIVIDUAL AND PROCTORED TESTING ENVIRONMENTS
- +GLOSSARIES, SOME WITH AUDIO FUNCTIONS
- +CHUNKED CONTENT, BROKEN INTO MANAGEABLE READING SECTIONS THAT INCLUDE IMAGES AND INTERACTIVES
- +GRAPHIC ORGANIZERS
- +READING LEVELS WITHIN RANGE OF THE GRADE LEVEL FOR THE COURSE
- +DISCUSSION BASED ASSESSMENTS
- +READING STRATEGIES TAUGHT ACROSS SUBJECTS
- +TEXT ALTERNATIVES FOR VIDEOS AND GRAPHICS



TEXT ALTERNATIVES FOR VIDEO AND GRAPHICS

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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.



NEW VOCABULARY IS OFTEN ACCOMPANIED BY AUDIO, PARTICULARLY WHEN PRONUNCIATION MAY PRESENT CHALLENGES. FLEX POINT GLOBAL COURSES PROVIDE MULTIPLE EXPOSURES TO VOCABULARY WORDS. ACADEMIC VOCABULARY IS INTRODUCED THROUGH EACH LESSON IN BOLD TEXT, AND STUDENTS CAN HOVER OVER THE WORDS TO OBTAIN THE DEFINITION. VISUAL IMAGES ARE DISPERSED THROUGHOUT ALL COURSES TO ASSIST STUDENTS IN MAKING CONNECTIONS WITH ACADEMIC VOCABULARY. GLOBAL SCHOOL COURSES INCLUDE GLOSSARIES TO ASSIST WITH WORDS LANGUAGE LEARNERS MAY NOT UNDERSTAND.

TOOLS AND ACTIVITIES ARE AVAILABLE WITHIN SOME COURSES THAT ALLOW STUDENTS THE OPPORTUNITY TO PRACTICE THEIR SPEAKING, LISTENING, AND WRITING SKILLS. STUDENTS CAN DEMONSTRATE THEIR KNOWLEDGE IN A VARIETY OF WAYS.

THESE COURSES ADHERE TO THE UNIVERSAL DESIGN PRINCIPLE, WHICH INCLUDES MULTIPLE MEANS OF REPRESENTATION, EXPRESSION AND ENGAGEMENT. FLEX POINT GLOBAL COURSES CONTAIN VIDEOS, GRAPHICS, TEXT AND INTERACTIVE LESSONS, AS WELL AS SIMULATIONS. THROUGHOUT EACH CURSE, STUDENTS COMPLETE TASKS AND ASSIGNMENTS, ANSWER QUESTIONS, AND HIGHLIGHT TEXT, AS WELL AS COMPLETE GRAPHIC ORGANIZERS.

IN ACCORDANCE WITH A STUDENT'S LPAC, 504 PLAN, OR IEP, STUDENTS ARE GIVEN FLEXIBLE TIME TO TAKE THEIR ASSESSMENTS, AND ARE OFFERED PERSONALIZED LEARNING BASED ON THE STUDENT'S NEEDS. FLEX POINT GLOBAL TEACHERS CAN ADJUST ASSESSMENTS AND CREATE VISUAL DISCUSSION BASED ASSESSMENTS OR PROVIDE TRANSLATION SUPPORT TO ASSIST THE ELL STUDENT.

Digital accommodations are based on individual student needs. Some accommodations include: extended time on assignments, assignment flexibility as guided by an IEP/504, adaptive intervention resources, text to speech embedded in the learning platform, internet browser text reader, digital notes provided to students, etc.





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



FLEX POINT GLOBAL TEACHERS ARE SUPPORTED BY THE FLEX POINT GLOBAL TECHNOLOGY, CURRICULUM AND OPERATIONS TEAMS TO BEST TEACH EL DORADO SCHOOL DISTRICT STUDENTS.

CURRICULUM IS DEVELOPED BY THE FLEX POINT GLOBAL DIGITAL PUBLISHING TEAM. COURSES ARE DEVELOPED BASED ON SOUND PEDAGOGY FOR INITIAL CREDIT. STANDARDS ARE TAUGHT AND ASSESSED. COURSES ARE 45% INTERACTIVE, 13% VIDEO, 19% WRITTEN LESSON, AND 23% ASSESSMENTS. COURSES INCLUDE A VARIETY OF ASSESSMENT TYPES AND STUDENTS HAVE CHOICES FOR COMPLETING ASSESSMENTS. ASSESSMENTS INCLUDE 300% TEST BANKS. SUPPORT FOR TEACHERS INCLUDE ANSWER KEYS AND MODULE SUPPORT GUIDES. ADDITIONAL SUPPORTS INCLUDE CLASS TIME SLIDES, ACCOMMODATION GUIDES, FLUENCY GUIDES, AND PARENT SUPPORT GUIDES.

ESD Behavior Support Specialist has ongoing training that has been and continues to be provided to our teachers to equip them to handle students who have experienced trauma. Such training is as follows:

Trainings that have been provided for staff related to SEL:

- +Kognito At Risk-avatar based program teaching effective ways to communicate with students in crisis
- +Kognito Friend to Friend-avatar based program for students to practice interacting with a peer struggling or in crisis
- +Seed Digging-therapeutic training program attended by 7 counselors who all completed certification at the Pro level
- +Brain Architecture Game-trauma informed, hands on training to bring awareness to adverse childhood events
- +General Trauma Informed brief training presented by Mental Health coordinator relating to classroom interventions
- +Self care and mental health training presenting by Mental Health coordinator to HS staff
- +Classroom behavior interventions for staff presented at a staff meeting at elementary schools
- +Viewing of "Paper Tigers" presented at ALE

Training that will be implemented:

- +Kognito At Risk-all campuses
- +Kognito Trauma informed-all campuses
- +Ripple Effects-Yocum ISS and WMS ISS, TTO and homeroom classes
- +Resilient the Film-opportunity for all staff.

EL DORADO SCHOOL DISTRICT Teachers and paraprofessionals WHO PROVIDE ONSITE TIER II OR TIER III INTERVENTIONS receive training in Sonday, Connections, or OG to allow for experts to be housed at each campus to provide instruction for identified students IN ACCORDANCE WITH THEIR JOB DESCRIPTION. This summer, each school grade band (5-6; 7-8; 9-12) will also have personnel trained in Take Flight. This training/strategies will be utilized with both onsite and online students



will be shared with both onsite and online students.

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?

CURRICULUM IS DEVELOPED BY THE FLEX POINT GLOBAL DIGITAL PUBLISHING TEAM. COURSES ARE DEVELOPED BASED ON SOUND PEDAGOGY FOR INITIAL CREDIT.

COURSES ARE PRESENTED BY FLEX POINT GLOBAL TEACHERS. FLEX POINT GLOBAL TEACHERS WORK 8 HOURS A DAY MONDAY THROUGH FRIDAY TO SUPPORT STUDENTS, GRADE WORK, RESPOND TO EMAILS AND PHONE CALLS, DO OUTBOUND WELCOME AND MONTHLY CALLS, AND PROVIDE SYNCHRONOUS INSTRUCTION MULTIPLE TIMES A WEEK. THESE TEACHERS HAVE ACCESS TO FULL COURSES THAT PROVIDE INSTRUCTION AND ASSESSMENT FOR ALL STANDARDS.

## 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.



[https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/822165/section_4_students.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded\\_file/822165/section\\_4\\_students.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/822165/section_4_students.pdf)

The El Dorado School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

- +Receive appropriate time and training in order to carry out the duties required by law and this policy;
- +Coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
- +Ensure that school personnel receive Professional development and other support regarding their duties and responsibilities for homeless youths;
- +Ensure that unaccompanied homeless youths:
  - +Are enrolled in school;
  - +Have opportunities to meet the same challenging State academic standards as other children and youths; and
  - +Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;
- +Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable. To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that he/she is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.



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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 WOA students must complete assessments mandated by DESE and El Dorado School District.

WOA students are required to be on campus during each assessment window for these assessments:

Renaissance STAR 5-10

ACT 11th

ELPA English Learners K 5-12

ACT Aspire 3rd 5th - 10th

Dynamic Learning Maps (qualifying students)

PSAT 10th

\*This is not a comprehensive list. Others may be added as the need arises.

This will be communicated to the school administration and by the teacher. Many resources will be used for communication such as: Google Classroom, email, phone calls, social media, messaging apps, and/or mailed letters.

Students will be scheduled for onsite assessments at their home campus during the regular school day.

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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.

Surveys will be sent ANNUALLY in the form of a Google Form via Google Classroom and social media (Facebook or messaging apps) for the district to gather data on the program effectiveness from all stakeholders (parents, teachers, students, etc.)..

The digital learning plan committee will review the responses and discuss improvement suggestions to better the program for ESD students.

Assessment data will be evaluated in every student group, including onsite & online.

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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)	<p>Teachers will conduct an orientation for students and parents enrolling in WOA. Expectations and guidelines will be communicated in the mandatory orientation and well as an overview of what a learning day will look like for a student.</p> <p>A Student and Parent Distance Learning Guide has also been created by our Classroom Technology Coach as a resource with live links and how-tos for all parents and students to help with navigating the different technology resources (Google Classroom, Google Meet, Google apps, Flipgrid, Epic, Khan Academy, Moby Max, Kami).</p> <p>An attendant maintains a device checkout location twice a week. This enables parents to easily switch out a device, if an issue arises (such as a broken device, a broken or lost charger, etc).</p>
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Provide the URL to evidence of the local school board's approval of the waiver request(s).	ESD School Board favors the Wildcat Online Academy option for our students
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	ESD stakeholders (students, parents, teachers, administrators, board membe

**Policies**

Please provide a link (URL) to the attendance policy for digital learning students.	Digital learning students will follow the district attendance policy for all students
Please provide a link (URL) to the discipline policy for digital learning students.	Digital learning students will follow the district discipline policy for all students
Please provide a link (URL) to the grading policy for digital learning students.	Digital learning students will follow the district grading policy for all students