Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Concord School District (1201000)

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 #:	1201000
Superintendent:	Travis Fletcher
Email:	travis.fletcher@concordschools.org
Phone:	(870) 668-3844
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
1201001 - Concord Elementary School 1201002 - Concord High School	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS

LEA INSIGHTS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	The Concord School District is applying for this waiver. The District will utilize the amount of work completed to determine attendance instead of number of days. A student enrolled in the Concord Virtual Academy (high school) is expected to complete 5% of the semester's work weekly. If a student falls behind by 11%, the student will be considered in excess of allowable absences and subject to the District's attendance policy.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	CONCORD SCHOOL DISTRICT IS APPLYING FOR THE CLASS SIZE WAIVER FOR GRADES K-8. K-8 TRVP: A WAIVER IS BEING REQUESTED DUE TO THE ANTICIPATED TRVP STUDENT:TEACHER RATIO IN K-8 CLASSES. 30:1
Teaching Load Number of students: 150 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	The Concord School District is not applying for this waiver.

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.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	The Concord School District is applying for this waiver. The District's digital learning program, Concord Virtual Academy, will not require a six-hour instructional day. Instructional days will be based on assigned work and student progress.
Clock Hours	1-A.2			

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				The Concord School District is applying for this waiver. The District will award a unit of credit for high school students enrolled in the Concord Virtual Academy based on a percentage of work completed at a passing (60%) score. 100% VIRTUAL STUDENTS ARE WORKING TO MASTER STANDARDS WHICH TAKES A BROAD RANGE OF TIME. WITH EDGENUITY'S APPROACH, STUDENT LEARNING MA NOT EQUAL A TOTAL OF 120 CLOCK HOURS.

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 Concord School District is applying for this waiver. The Concord Virtual Academy will not require 40 minutes of instructional time to be used for recess daily for virtual learning.

Digital Model

Please complete the following application with responses describing the school and district digital programming.

Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.

The Concord Virtual Academy will serve as the District's digital program for grade K-12. The Academy will serve both elementary and high school students. Through the Edgenuity LMS, teachers and students will interact asynchronously and synchronously with the digital content. Students at both levels will be enrolled in core academic classes with a programmed progression of digital instruction, guided practice, independent practice, and assessments. Students will have the flexibility to interact with the digital content at different times. A content coach will be available to all students for support. Additionally, the District will provide on on-site instructional facilitator, who is an Arkansas licensed teacher (Special Education K-12, Elementary 1-6, Middle School English 5-8), who will have the capability to interact with the digital content synchronously with the student.

The R.I.S.E. trained instructional facilitator will meet twice a week via zoom with students to address Science of Reading components for students in grades 3-6.

Instruction will be delivered through Edgenuity's LMS, which is an approved provider.

Students will receive online instruction daily. Students will be expected to participate within the digital program daily with adequate progress as required by the District to maintain enrollment in the digital program. The District's instructional facilitator will monitor student progress. The instructional facilitator will also be available to guide students through the online instructional content if needed.

STUDENTS IN GRADES K-5 WILL PARTICIPATE IN TRVP.
STUDENTS IN GRADES 6-8 MAY CHOOSE BETWEEN TRVP OR CONCORD VIRTUAL ACADEMY.
STUDENTS IN GRADES 9-12 WILL PARTICIPATE IN CONCORD VIRTUAL ACADEMY.

THE K-8 TRVP WILL PRIMARILY BE A SYNCHRONOUS MODEL FOR K-8 CORE INSTRUCTION. THE SYNCHRONOUS MODEL WILL ALLOW FOR DAILY STRUCTURED LEARNING, INCREASED INTERACTION, AND DIRECT INSTRUCTION FOR VIRTUAL STUDENTS. THIS MODEL WILL ALSO ALLOW FOR IMPROVED STUDENT-TEACHER RELATIONSHIPS AND TARGETED LEARNING FOR ALL STUDENTS.

AN ASYNCHRONOUS OPTION WILL BE MADE AVAILABLE TO STUDENTS WITH EXTENUATING CIRCUMSTANCES AND AT THE DISCRETION OF PARTICIPATING DISTRICTS. THE VIRTUAL LESSONS WILL BE MADE AVAILABLE TO ASYNCHRONOUS STUDENTS ON A WEEKLY BASIS.

TEACHERS:
TEACHERS ARE EXPECTED TO UPLOAD ALL RESOURCES AND MATERIALS AT LEAST ONE DAY PRIOR TO THE VIRTUAL LESSONS. TEACHERS WILL TEACH DAILY VIRTUAL LESSONS FOR CORE INSTRUCTION FOR STUDENTS IN THE

DAILY VIRTUAL LESSONS FOR CORE INSTRUCTION FOR STUDENTS IN THE SYNCHRONOUS ENVIRONMENT. VIRTUAL LESSONS WILL BE RECORDED SO STUDENTS CAN REVISIT THE LESSONS FOR A REFRESHER, OR IF THE STUDENT MISSED A VIRTUAL LESSON.

REQUIREMENTS FOR THE SCIENCE OF READING WILL BE ENSURED BY EMBEDDING AND SUPPLEMENTING INTO THE CURRICULUM A DESE-APPROVED CORE LITERACY PROGRAM THAT EFFECTIVELY ADDRESSES PHONOLOGICAL AWARENESS, PHONICS, VOCABULARY, COMPREHENSION, AND FLUENCY. THE CURRICULUM FOR K-2 WILL TARGET AND MONITOR THE STUDENTS' PROGRESSION TOWARDS MASTERY OF WORD RECOGNITION (PHONOLOGICAL AWARENESS, DECODING, AND SIGHT WORD KNOWLEDGE) VIA FORMATIVE ASSESSMENTS AND OTHER PROGRESS-MONITORING TOOLS SUCH AS DIBELS. INSTRUCTION WILL OCCUR SYNCHRONOUSLY FIVE DAYS A WEEK AND IN REAL TIME.

TEACHERS WILL INTERACT WITH SYNCHRONOUS STUDENTS ON A DAILY BASIS AND WILL REMIND STUDENTS TO ATTEND VIRTUAL LESSONS, PULL SMALL GROUPS, AND/OR WORK 1:1. THESE REQUESTS WILL BE BASED ON STUDENT NEEDS IDENTIFIED BY ROBUST GRADING PRACTICES.TEACHERS WILL ROUTINELY MONITOR ASYNCHRONOUS STUDENTS' ENGAGEMENT AND ACADEMIC PROGRESS THROUGHOUT THE WEEK AND REGULARLY INTERACT WITH THOSE STUDENTS VIA VIDEOS, ELECTRONIC COMMUNICATIONS, AND OTHER MEANS AVAILABLE. TEACHERS WILL BE AVAILABLE FOR ADDITIONAL SUPPORT DURING THEIR OFFICE HOURS SO THAT SYNCHRONOUS AND ASYNCHRONOUS STUDENTS (AND THEIR PARENTS/CAREGIVERS) CAN COMMUNICATE WITH THE TEACHERS AS THE NEED ARISES. TURNAROUND TIME FOR RESPONSES FROM TEACHERS IS A MAXIMUM OF ONE BUSINESS DAY. ALL TEACHERS WILL HAVE DAILY DESIGNATED OFFICE TIME FOR SUPPORT.

STUDENTS:
REGULAR ATTENDANCE TO THE VIRTUAL LESSONS IS CRUCIAL TO THE ACADEMIC GROWTH OF THE STUDENTS; THEREFORE, IT IS EXPECTED THAT STUDENTS WILL ATTEND AND COMPLETE 178 DAYS OF INSTRUCTIONAL CONTENT. DAYS MISSED DUE TO ILLNESS OR OTHER EVENTS WILL BE MADE UP THROUGH SMALL GROUP INSTRUCTION, ASYNCHRONOUS LESSON REVIEW, OR OTHER METHODS DEEMED TO BE IN THE BEST INTEREST OF THE STUDENT. IF ADDITIONAL TIME OR SUPPORT IS NEEDED, THE STUDENT AND/OR CAREGIVER SHOULD CONTACT THE TEACHER DURING HIS OR HER OFFICE HOURS

ASYNCHRONOUS STUDENTS ARE EXPECTED TO FOLLOW THE POLICY SET BY THEIR DISTRICTS REGARDING THE STANDARDS FOR COMPLETION OF WORK IN A TIMELY MANNER.

ALL STUDENTS HAVE A VARIETY OF OPTIONS FOR CONNECTING SYNCHRONOUSLY WITH OUR TEACHERS--EMAIL, OFFICE HOURS, ETC.

LEA INSIGHTS

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.

Concord Virtual Academy will utilize a blended delivery to meet the needs of both the teachers and the students. Students enrolled in the Academy will receive instruction through Edgenuity's learning management system. This instruction will be delivered virtually with a content coach available to assist the student. The virtual instructional facilitator will monitor student progress and be available to students throughout the day. In the event students need additional instruction, intervention, clarification, etc., the virtual instructor will be available either via Zoom or the student has the option to come to campus to receive in-person assistance. Students will be required to complete all district and state-mandated assessments in-person on the District's campus.

THE K-8 TRVP WILL UTILIZE ONLINE VIRTUAL (REMOTE) LEARNING THROUGH GOOGLE CLASSROOM, GOOGLE MEET, AND ZOOM. THE PROGRAM WILL PROVIDE INSTRUCTION USING A MODEL THAT IS PRIMARILY SYNCHRONOUS WITH AN ASYNCHRONOUS OPTION. STUDENTS WILL ENGAGE IN DIGITAL COURSEWORK THROUGH GOOGLE CLASSROOM. ALL STUDENTS WILL HAVE THE OPPORTUNITY TO PARTICIPATE IN VIRTUAL LESSONS SESSIONS FOR SYNCHRONOUS LEARNING WITH THE TEACHER. ALL VIRTUAL LESSONS SESSIONS WILL BE RECORDED USING ZOOM, HOUSED IN DIGITAL SANDBOX, AND LINKED IN GOOGLE CLASSROOM SO THAT ASYNCHRONOUS STUDENTS WILL HAVE ACCESS TO THE DIGITAL CONTENT. 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?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

Teachers providing remote instruction will be provided through the LMS provider for the digital content. The District will provide an instructional facilitator who will be dedicated primarily to remote instruction. In the event a student is struggling experiences difficulty, the student may attend an on-site session with the instructional facilitator to address the difficulty. At that time, the instructional facilitator would fulfill a dual role.

THE K-8 TRVP DELIVERY OF INSTRUCTION FOR K-8 STUDENTS WILL BE 100% VIRTUAL/REMOTE. THE K-8 TRVP WILL PROVIDE ARKANSAS CERTIFIED TEACHERS OF RECORD FOR VIRTUAL LEARNERS. THE K-8 TRVP TEACHERS WILL BE SOLELY DEDICATED TO REMOTE INSTRUCTION. THE K-8 TRVP WILL HAVE ARKANSAS CERTIFIED TEACHERS AS THE INSTRUCTORS FOR ALL COURSE CONTENT VIA THE GOOGLE CLASSROOM CMS. THIS PROGRAM IS A MODEL OF SYNCHRONOUS, TARGETED INSTRUCTION FOR COURSE CONTENT AND ENRICHMENT, WITH AN ASYNCHRONOUS OPTION.

THE K-8 TRVP TEACHERS WILL WORK IN TANDEM WITH DISTRICTS' POINT-OF-CONTACT PERSONNEL FOR THEIR VIRTUAL STUDENTS. THESE DESIGNEES WILL BE REFERRED TO AS THE CAMPUS CONNECTION COACHES (CCCS). TRAINING AND SUPPORT WILL BE PROVIDED TO THE TRVP TEACHERS AND DISTRICT CCCS THROUGHOUT THE YEAR.

RESPONSIBILITIES OF THE CCCS MAY BE TO:
MONITOR PROGRESS IN REAL-TIME,
SERVE AS AN AMBASSADOR FOR THE DISTRICT,
ADVOCATE FOR THEIR STUDENTS AND FAMILIES,
SERVE AS A SUPPORT SEEKER,
SERVE AS THE FIRST LINE OF COMMUNICATION AND CONTACT FOR PARENTS AND STUDENTS FOR THE DISTRICT,
PROVIDE INFORMATION TECHNOLOGY SUPPORT, AND OVERALL HELP,
PARTNER WITH THE VIRTUAL STAFF TO PROVIDE SUPPORT FOR THE STUDENTS,
ENROLL STUDENTS, COORDINATE ORIENTATION ACTIVITIES, FACILITATE ON-SITE SESSIONS, AND BUILD RELATIONSHIPS WITH FAMILIES,
ADDRESS ISSUES THAT TEND TO BE "HIGH TOUCH"
ACT AS THE LOCAL "FACE" OF THE VIRTUAL CAMPUS AND BRIDGE INTERACTIONS BETWEEN THE VIRTUAL CAMPUS AND DISTRICT

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

It is expected that teachers provided through the LMS will provide daily instruction and interaction with virtual students. The District's instructional facilitator will monitor student progress, make personal contact with students and/or parents, and facilitate any on-site assistance.

TRVP TEACHERS WILL PROVIDE DAILY, SYNCHRONOUS INSTRUCTION FOR VIRTUAL STUDENTS. IN CASES WHERE ASYNCHRONOUS INSTRUCTION IS REQUIRED DUE TO EXTENUATING CIRCUMSTANCES OR ABSENCE, THE TEACHER WILL MAKE CONTACT WITH THE VIRTUAL STUDENT CONCERNING THE ASYNCHRONOUS CONTENT. SYNCHRONOUS STUDENTS WILL BE REQUIRED TO ATTEND DAILY SESSIONS EACH WEEK, AND ASYNCHRONOUS STUDENTS ARE EXPECTED TO VIEW ALL VIRTUAL LESSON SESSIONS EACH WEEK. RESEARCH SHOWS THAT STUDENTS WHO ATTEND VIRTUAL LESSONS ARE MORE SUCCESSFUL THAN STUDENTS WHO DO NOT ATTEND VIRTUAL LESSONS SESSIONS. VIRTUAL LESSONS PROVIDE FOR REAL-TIME DIRECT INSTRUCTION WITH INDIVIDUAL AND SMALL GROUPS OF STUDENTS USING VOICE-OVER IP, CHAT, ELECTRONIC WHITEBOARD, AND SHARED WEB SURFING. THESE DAILY SESSIONS ALLOW TEACHERS AND SYNCHRONOUS STUDENTS TO INTERACT WITH ONE ANOTHER IN REAL-TIME IN A VIRTUAL CLASSROOM. IN ADDITION, VIRTUAL SESSIONS WILL BE RECORDED AND SAVED FOR ASYNCHRONOUS STUDENTS TO VIEW USING A FLEXIBLE SCHEDULE BASED ON PERSONALIZED STUDENT NEED. SYNCHRONOUS STUDENTS MAY ALSO REVISIT THESE RECORDED SESSIONS AT A LATER DATE IF THEY HAVE SCHEDULING CONFLICTS OR WANT TO REFRESH THEMSELVES ON THE TOPICS COVERED. PARENTS WILL ALSO HAVE ACCESS TO THESE LESSONS IN ORDER TO SUPPORT THEIR CHILD WITH ANY ADDITIONAL ACTIVITIES OR TASKS.

REQUIREMENTS FOR THE SCIENCE OF READING WILL BE ENSURED BY EMBEDDING AND SUPPLEMENTING INTO THE CURRICULUM A DESE-APPROVED CORE LITERACY PROGRAM THAT EFFECTIVELY ADDRESSES PHONOLOGICAL AWARENESS, PHONICS, VOCABULARY, COMPREHENSION, AND FLUENCY. THE K-2 COURSES SET THE FOUNDATION FOR THE YOUNGEST LEARNERS WITH EXPOSURE TO CONCEPTS OF PRINT, DECODING, LANGUAGE AND READING COMPREHENSION THROUGH TEACHER-LED LESSONS TAUGHT IN A SYSTEMATIC, EXPLICIT, AND SEQUENTIAL WAY.THE CURRICULUM FOR K-2 WILL TARGET AND MONITOR THE STUDENTS' PROGRESSION TOWARDS MASTERY OF WORD RECOGNITION (PHONOLOGICAL AWARENESS, DECODING, AND SIGHT WORD KNOWLEDGE) VIA FORMATIVE ASSESSMENTS AND OTHER PROGRESS-MONITORING TOOLS SUCH AS DIBELS. DURING INSTRUCTIONAL TIME, THE TEACHER WILL MODEL DECODING SKILLS THAT STUDENTS WILL NEED TO MASTER, SUCH AS PHONOLOGICAL AWARENESS ACTIVITIES INCLUDING ADVANCED PHONEMIC AWARENESS TASKS, GRADE LEVEL STANDARDS BASED SYLLABLE TYPES AND SYLLABLE BREAKING PATTERNS, LETTER-SOUND CORRESPONDENCES (SOUND WALLS/PHONEME-GRAPHEME MAPPING SKILLS), AND MORPHEMIC UNITS. STUDENTS WILL PRACTICE AND PARTICIPATE IN ACTIVITIES DURING SYNCHRONOUS LESSONS, AND THEN THEY WILL HAVE INDEPENDENT PRACTICE OPPORTUNITIES THROUGHOUT

THEY WILL HAVE INDEPENDENT PRACTICE OPPORTUNITIES THROUGHOUT THE DAY. STUDENTS WILL BE ASSESSED USING DIAGNOSTIC ASSESSMENTS AND LEVEL ONE COMPONENTS IN GRADES K-2. THOSE RESULTS, AS WELL AS CLASSROOM OBSERVATIONS/ASSESSMENTS WILL DETERMINE THE NEED FOR ADDITIONAL INTERVENTIONS. THESE INTERVENTIONS WILL BE DAILY WITH A VIRTUAL TEACHER OR VIRTUAL PARAPROFESSIONAL IN EITHER ONE-TO-ONE OR SMALL GROUP INSTRUCTION.

THE 3-8 COURSES CONTINUE TO DIVE DEEPER INTO LANGUAGE COMPREHENSION, WORD RECOGNITION, AND SKILLED READING. DURING THIS TIME, THE TEACHER WILL MODEL STRATEGIES TO ANALYZE WORDS BY TEACHING MORPHOLOGICAL UNITS SUCH AS COMMON PREFIXES, SUFFIXES, GREEK AND LATIN ROOTS AND THE ETYMOLOGY OF WORDS. AS AN EXTENSION OF PRIOR LEARNING, STUDENTS WILL PRACTICE WITH SYLLABLE DIVISION OF MULTISYLLABIC WORDS. VOCABULARY WILL BE TAUGHT USING MORPHOLOGY AND BACKGROUND KNOWLEDGE USING VARIOUS STRATEGIES: DISCUSSION, VIDEOS, STUDENT RESEARCH AND READ-ALOUDS. COMPREHENSION WILL BE SUPPORTED BY READING TEXTS WITH ACCURACY, USING COMMON STRATEGIES SUCH AS: COMPREHENSION MONITORING, SUMMARIZING, ANALYSIS OF READING PASSAGES FOR TEXT STRUCTURES, AND VERBAL REASONING. INSTRUCTION WILL OCCUR SYNCHRONOUSLY FIVE DAYS A WEEK AND IN REAL TIME.

THIS INSTRUCTION WILL OCCUR DAILY AND SYNCHRONOUSLY TO ENSURE THAT THE FOUNDATIONAL LITERACY SKILLS OF WORD RECOGNITION ("BOTTOM OF THE ROPE") ARE DEVELOPED AND SUPPORTED ON A REGULAR BASIS, AS WELL AS THE SKILLS OF LANGUAGE RECOGNITION ("TOP OF THE ROPE")

TEACHERS, PARENTS, AND STUDENTS WILL BE ABLE TO COMMUNICATE USING THE GOOGLE CLASSROOM CMS OR VIA EMAIL. TRVP TEACHERS ARE EXPECTED TO MONITOR STUDENTS AND PROVIDE TIMELY GRADING AND ROBUST FEEDBACK ON ASSIGNMENTS FOR STUDENTS, PARENTS/CAREGIVERS, AND DISTRICT CCCS. TEACHERS WILL COMMUNICATE REGULARLY WITH THE DISTRICT CCCS AND PROVIDE ACCESS TO THEIR STUDENTS' PROGRESS SO THAT THE CCCS CAN FULFILL THEIR RESPONSIBILITIES IN HELPING TO ENSURE STUDENT SUCCESS.
TEACHERS WILL SEND A WELCOME MESSAGE VIA GMAIL AND/OR GOOGLE CLASSROOM MESSAGE PRIOR TO THE COURSE START DATE.
TEACHERS WILL COMPLETE THE GRADING OF ASSESSMENTS WITHIN 2-3 BUSINESS DAYS
TEACHERS WILL COMPLETE THE GRADING OF PORTFOLIO ITEMS WITHIN 4-5 BUSINESS DAYS
COMMUNICATION BETWEEN VIRTUAL TEACHERS, PARENTS, AND STUDENTS WILL BE ADDRESSED VIA AGE-APPROPRIATE MEANS, SUCH AS GMAIL AND/OR GOOGLE CLASSROOM MESSAGES. ALL STUDENT AND TEACHER COMMUNICATION IS CAPTURED AND LOGGED. STUDENTS AND PARENTS CAN REQUEST MEETING TIMES THROUGH THE GMAIL AND/OR GOOGLE CLASSROOM MESSAGES, POP INTO VIRTUAL LESSONS, OR MEET DURING

CLASSROOM MESSAGES, POP INTO VIRTUAL LESSONS, OR MEET DURING THE TEACHER'S SET OFFICE HOURS. VIRTUAL TEACHERS WILL ALSO PULL SMALL GROUPS OR WORK 1:1 WITH STUDENTS BASED ON NEEDS.

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

The District is utilizing the waiver for class size. The District will monitor current enrollment in the Concord Virtual Academy weekly to ensure adequate support for students. The District will employ an instructional facilitator who solely works with the virtual platform and students. In the event student needs are not being met, the District will address additional support.

THE K-8 TRVP WILL UTILIZE DISTRICT WAIVERS FOR CLASS SIZE. THE FOLLOWING STUDENT: TEACHER RATIOS WILL BE FOLLOWED:
CORE COURSES
EARLY ELEMENTARY SCHOOL (K-2): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR EARLY ELEMENTARY SCHOOL CORE COURSES IS (30:1).
 UPPER ELEMENTARY SCHOOL (3-6): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR UPPER ELEMENTARY SCHOOL CORE COURSES IS (30:1).

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

The District is utilizing the waiver for teaching load. The District will monitor current enrollment in the Concord Virtual Academy weekly to ensure adequate support for students. The District will employ an instructional facilitator who solely works with the virtual platform and students. In the event student needs are not being met, the District will address additional support.

Technology / Platforms

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

The Concord School District's Concord Virtual Academy will utilize Edgenuity as the District's LMS. Students in grades 6-12 will enroll in Edgenuity's Courseware, while student in kindergarten through 5th grade will enroll in Edgenuity's Accelerate.

STUDENTS IN GRADES K-5 WILL PARTICIPATE IN TRVP.
STUDENTS IN GRADES 6-8 MAY CHOOSE BETWEEN TRVP OR CONCORD VIRTUAL ACADEMY.
STUDENTS IN GRADES 9-12 WILL PARTICIPATE IN CONCORD VIRTUAL ACADEMY.

STUDENTS IN THE K-8 TRVP WILL USE GOOGLE CLASSROOM AS THE CMS. AT HOME OR WHEREVER THE INTERNET IS ACCESSIBLE, THIS USER-FRIENDLY ONLINE SYSTEM CONNECTS STUDENTS WITH THEIR LESSONS, TEACHERS, AND RESOURCES. TRVP WILL SHARE A DOCUMENT WITH THE DISTRICT CCC THAT WILL INCLUDE ATTENDANCE AND GRADES. THE CCC WILL ENTER THE INFORMATION IN ESCHOOL WEEKLY. FAMILIES AND STUDENTS WILL HAVE ACCESS TO STUDENT GRADES THROUGH THE HOME ACCESS CENTER (HAC).

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.

Through Edgenuity's Courseware and Accelerate, students enrolled in Concord Virtual Academy will be offered each core subject at each grade level. Electives and CTE classes will be offered at the high school level. The facilitator of Concord Virtual Academy will have access to lesson plans, student accounts, instructional and technical support through Edgenuity's platforms.

THE K-8 TRVP WILL USE A CURRICULUM THAT HAS BEEN DEVELOPED IN CONJUNCTION WITH DESE THAT IS BASED ON ARKANSAS ACADEMIC STANDARDS AND CURRENT STATE INITIATIVES SUCH AS SCIENCE OF READING, AR MATH QUEST, AND GPS. GOOGLE CLASSROOM WILL BE UTILIZED TO DELIVER K-8 CORE CONTENT. COURSES CONSIST OF DIRECT INSTRUCTION, VIDEOS, RIGOROUS ASSIGNMENTS, PERFORMANCE TASKS, AND ASSESSMENTS TO ENGAGE ALL STUDENTS. THE VIRTUAL OPTION TEACHERS CAN MONITOR STUDENT PROGRESS USING THE GRADING AND MONITORING TOOLS AVAILABLE IN GOOGLE CLASSROOM, AS WELL AS 3RD PARTY DATA REPORTING TOOLS THAT OPERATE WITH GOOGLE CLASSROOM CONTENT.

READING INSTRUCTION IS CRUCIAL IN THE OVERALL SUCCESS OF STUDENTS. CORE LITERACY INSTRUCTION WILL BE ALIGNED TO THE SCIENCE OF READING AND USE AN APPROVED CORE PROGRAM WITH THE RECOMMENDED CONSIDERATIONS FOR SUPPLEMENTAL RESOURCES. RESOURCES WILL BE ALIGNED TO STATE INITIATIVE GOALS AND WILL INCLUDE TEACHER MATERIALS AND/OR PROGRAMS THAT WILL SUPPORT VIRTUAL INSTRUCTION. SOME ITEMS USED MAY INCLUDE THE DIGITAL VERSION OF THE WILSON READING SYSTEM, HEGGERTY DIGITAL CURRICULUM, AND OTHER MORE TRADITIONAL RESOURCES SUCH AS DECODABLE TEXTS AND READER CLASS SETS. MATERIALS MAY ALSO INCLUDE MANIPULATIVES SUCH AS POINTERS, MARKERS, DRY-ERASE BOARDS, AND COUNTERS. THE CONTENT AND RESOURCES WILL EFFECTIVELY ADDRESS PHONOLOGICAL AWARENESS, PHONICS, VOCABULARY, COMPREHENSION, AND FLUENCY. THE CURRICULUM FOR K-2 WILL TARGET AND MONITOR THE STUDENTS' PROGRESSION TOWARDS MASTERY OF WORD RECOGNITION (PHONOLOGICAL AWARENESS, DECODING, AND SIGHT WORD KNOWLEDGE) VIA FORMATIVE ASSESSMENTS AND OTHER COMMON ASSESSMENTS SUCH AS DIBELS.

TRVP WILL COLLABORATE WITH PARTICIPATING DISTRICTS AND PURCHASE THE NEEDED INSTRUCTIONAL MATERIALS, PROGRAMS, AND TEACHER SUPPLIES.

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 video communication software required for any remote student will be Zoom video conferencing. This video communication will be utilized to provide intervention services, and provide synchronous learning sessions between the student and the instructional facilitator.

THE K-8 TRVP TEACHERS AND STUDENTS WILL BE UTILIZING ZOOM/GOOGLE MEET FOR ALL SYNCHRONOUS LEARNING OPPORTUNITIES. THESE SESSIONS ALLOW TEACHERS AND STUDENTS TO INTERACT WITH ONE ANOTHER IN REAL-TIME IN A VIRTUAL CLASSROOM. IN ADDITION, ZOOM/GOOGLE MEET SESSIONS MAY BE RECORDED AND SAVED FOR STUDENTS WHO ARE ASYNCHRONOUS OR THOSE WHO NEED TO REVISIT AT A LATER DATE.
ZOOM/GOOGLE MEET ALLOWS TEACHERS TO MONITOR STUDENTS' PROGRESS AND INVITE THOSE STUDENTS WHO ARE STRUGGLING WITH A PARTICULAR LESSON OR CONCEPT TO A ZOOM/GOOGLE MEET SESSION TARGETED TOWARD THAT CONTENT. IN ADDITION, IF A SUBSET OF STUDENTS IS MOVING QUICKLY THROUGH THEIR LESSONS AND DEMONSTRATING MASTERY OF THE LESSON OBJECTIVES THROUGH THEIR ASSESSMENTS, INVITE THEM TO A ZOOM/GOOGLE MEET SESSION TO ENGAGE BEYOND THE MATERIAL COVERED IN THE LESSON BY SHARING THEIR WRITINGS AND COLLABORATING IN SMALL GROUPS.

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.

Each student in the Concord School District is eligible to apply to the Concord Virtual Academy. Home access to connectivity is a strongly recommended for enrollment. Students who do not have reliable home internet access may request a district-issued hotspot. Each student enrolled in Concord Virtual Academy will receive a Chromebook purchased by the District to use in accessing the curriculum provided through the digital learning program. Due to limited connectivity in the District's geographical area, home access connectivity is significant to success in the digital learning platform. However, the District will provide hotspots in strategic geographical locations throughout the district's boundaries for digital learning.

EACH 100% VIRTUAL STUDENT WILL BE ASSIGNED A DISTRICT DEVICE. STUDENTS WHO DO NOT HAVE RELIABLE INTERNET SERVICE WILL BE PROVIDED WITH A DISTRICT-ISSUED HOTSPOT.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.

The wellness and safety of students enrolled in the Concord Virtual Academy will be monitored consistently. Meals will be provided to any virtual student choosing the option of school provided meals. Meals will be available for pick up daily or weekly based on preference of the student and family. The instructional facilitator will communicate weekly with students and families via Zoom or phone. During this communication, the facilitator will inquire about the student's needs. If a need is identified, the District has a support system consisting of the building level administrator, counselors, nurse, TBRI practitioners, and cafeteria director to address the needs.

THE K-8 TRVP TEACHERS ARE TRAINED TO EMPLOY ACTIONS AND BEHAVIORS TO ENSURE THE PHYSICAL AND MENTAL HEALTH OF STUDENTS. GOOGLE CLASSROOM 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 THE DISTRICT WILL BE NOTIFIED. TEACHERS ARE TRAINED TO REPORT MALTREATMENT/ABUSE TO THE DEPARTMENT OF HEALTH SERVICES. ADDITIONALLY, APPROPRIATE PROFESSIONAL DEVELOPMENT SUCH AS G.U.I.D.E. FOR LIFE WILL BE PROVIDED TO TEACHERS TO SUPPORT SEL STRATEGIES.

WELLNESS AND SAFETY WILL BE MONITORED WITH SYNCHRONOUS STUDENTS VIA STRATEGIES SUCH AS VISUAL "CHECK-INS," CONFERRING DURING THE LESSONS, AND MONITORING THE STUDENTS' PARTICIPATION AND COMPLETION OF WORK. TEACHERS WILL MONITOR ASYNCHRONOUS STUDENTS VIA OBSERVATIONS OF THE STUDENTS' WORK HABITS (E.G., A CHANGE IN WORK QUALITY AND/OR QUANTITY), REGULAR COMMUNICATIONS WITH THE STUDENTS AND PARENTS, AND ANY OTHER INDICATIONS THAT A STUDENT MAY BE STRUGGLING (E.G., LACK OF PARTICIPATION FOR PROLONGED PERIODS OF TIME).

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.

Student engagement will be monitored daily and weekly based on student completion of coursework and proficiency level of completed coursework. The District's support system for virtual students include a content coach provided by Edgenuity and the District's instructional facilitator who is available to assist the student or coordinate with the District's on-site teacher to assist the student. The District's attendance, discipline, and grading policies are also structured to identify students struggling with engagement, so the District can intervene.

CONCORD SCHOOL DISTRICT HAS ACCESS TO THE GOOGLE CLASSROOM IN ORDER TO MONITOR STUDENTS IN REAL-TIME. TEACHERS WILL INITIATE INTERVENTION WHEN IT IS DETERMINED A STUDENT ISN'T ACTIVELY ENGAGING OR SUCCESSFULLY MASTERING THE CONTENT. REGULAR AND FREQUENT ASSESSMENT WILL BE UTILIZED TO IDENTIFY STRUGGLING STUDENTS. STUDENTS WHO DEMONSTRATE LACK OF ACHIEVEMENT WILL PARTICIPATE IN CONVERSATIONS WITH TRVP AND THEIR DISTRICT TO ARRIVE AT SOLUTIONS TO THE LACK OF PROGRESS. IN CASES WHERE NEEDED, TEACHERS WILL INVOLVE THE PARTNERING SCHOOL THROUGH THE CCC. CONCORD SCHOOL DISTRICT WILL PROVIDE A CCC. THIS POINT OF CONTACT WILL MONITOR VIRTUAL STUDENT PROGRESS, WELFARE, AND ATTENDANCE THROUGH GOOGLE CLASSROOM PROVIDED REPORTS (GRADEBOOK, STUDENT PERFORMANCE TO PROFICIENCY, MASTERY OF OBJECTIVES, USER ACTIVITY, TEST ANALYTICS, ENROLLMENTS, STUDENT COURSE ENROLLMENT, COURSE DETAILS, AND USER DETAILS). THE CCC WILL REPORT ANY ISSUES OR CONCERNS ON ACADEMICS, WELFARE, ENGAGEMENT, ETC TO THE BUILDING PRINCIPAL TO HANDLE, BASED ON SCHOOL DISTRICT POLICY. THE CCC WILL ALSO SET UP A REGULAR COMMUNICATION SCHEDULE WITH THE VIRTUAL TEACHERS REGARDING THE PROGRESS OF VIRTUAL STUDENTS.

THE VIRTUAL OPTION WILL PROVIDE TRAINING AND SUPPORT FOR THE CAMPUS CONNECTION COACH. APPROPRIATE TRAINING WILL BE PROVIDED BY THE K-8 TRVP.

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

Through diagnostic assessments completed on-campus, remote students will have access to Edgenuity's academic intervention software, My Path. Through this software, student's areas of deficit are identified and targeted through progressive lessons. The District will employ a certified interventionist to oversee and coordinate interventions for the entire district. The District's instructional facilitator will work directly with students in need of Tier I intervention. The District's interventionist will monitor the Tier II interventions provided through the digital LMS. These interventions are specifically tailored to the student's deficits. The instructional interventionist will monitor student progress and intervene when necessary. If the student remains in Tier II intervention after completing three weeks of intervention, the student will be required to attend on-campus small group intervention for the identified targeted area. If the student is in need of Tier III intervention, the student will be required to attend on-campus sessions with an Arkansas licensed special education educator. The instructional interventionist will monitor student progress and intervene when necessary.

K-8 TRI-REGION VIRTUAL TEACHERS WILL BE 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. VIRTUAL TEACHERS WILL MAKE PHONE CALLS TO OFFER SUPPORT. STUDENTS MAY BE ASKED TO JOIN ADDITIONAL INTERVENTION SESSIONS AND/OR WATCH RECORDED SESSIONS. TEACHERS MAY USE OFFICE HOURS FOR INTERVENTIONS. TUTORING OR OTHER 1:1 SUPPORT MAY BE PROVIDED TO ENSURE ACADEMIC PROGRESS. IF THOSE INTERVENTIONS ARE NOT SUCCESSFUL, THE VIRTUAL TEACHER WILL REACH OUT TO THE PARTNERING CCC REGARDING ADDITIONAL TIER 2 OR TIER 3 INTERVENTIONS.

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

All state and district mandated formative assessments will be required to be be completed in-person and on-campus. Third through eighth grade will complete diagnostic/formative assessments three times a year through i-Ready. Third through tenth grade will complete the ACT Aspire assessment in the spring. Students will also complete a diagnostic/formative assessment in My Path, the District's intervention program three times a year to provide additional data.

If the student data indicates the student is below grade level, a conference will be held with the parents to discuss a return to on-campus learning.

IN THE K-8 TRVP, FORMATIVE ASSESSMENT WILL BE USED TO SUPPORT LEARNING. FOR EXAMPLE, PERIODIC FORMATIVE ASSESSMENTS, CHECKS FOR UNDERSTANDING, AND PRE-TESTS ALIGNED TO THE SUMMATIVE ASSESSMENTS. A VARIETY OF ASSESSMENTS WILL BE UTILIZED THROUGH THE COURSE WITH OPEN-ENDED DISCUSSIONS/ASSESSMENTS, CHOICE RESPONSE ACTIVITIES, MULTIPLE-CHOICE, AND HYBRID ASSESSMENTS(OPEN-ENDED AND MULTIPLE CHOICE).   ASSIGNMENTS WILL BE ALIGNED TO SOR, QUEST, AND GPS, AND WILL INCLUDE RECOGNIZED ASSESSMENTS SUCH AS DIBELS, PAST, ETC.

FORMATIVE ASSESSMENTS WILL OCCUR IN REAL TIME FOR ALL SYNCHRONOUS STUDENTS. ASYNCHRONOUS STUDENTS WILL BE GIVEN THE SAME FORMATIVE ASSESSMENTS AND WILL BE MONITORED ON A REGULAR BASIS TO ENSURE THAT STUDENTS' UNDERSTANDING AND NEEDS ARE BEING MET. BASED ON THE RESULTS OF ROUTINE FORMATIVE ASSESSMENTS, THE TEACHERS WILL DETERMINE STUDENTS' NEEDS AND HOW TO BEST MEET THOSE NEEDS THROUGH PRACTICES SUCH AS ADDITIONAL SMALL GROUP WORK, RE-TEACHING CORE CONTENT, AND MODIFICATIONS OF TASKS TO PROMOTE MASTERY.

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

Dyslexia screeners will be required to be completed in-person on the District's campus. Any student identified in need of dyslexia intervention services will be provided intervention via zoom per the weekly requirements of the District's intervention program with the District's dyslexia interventionist. The District will ensure dyslexia law requirements are met for virtual learners.

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

Any student enrolled in the Concord Virtual Academy identified as gifted and talented will be provided asynchronous enrichment activities through the District's certified Gifted and Talented certified instructor. Enrichment activities will be reflective of on-campus provided enrichment. Secondary differentiation will be provided by on-campus instructors to meet the state-mandated requirements. Seventh and eighth grade students will be provided a differentiated assignment through Google Classroom by the District's core teachers (English, math, social studies, and science). Students in grades nine through twelve will enroll in Pre-AP or AP class offerings through Edgenuity's Courseware LMS to meet the gifted and talented requirements. The District will ensure all Gifted and Talented program approval standards are met for virtual learners.

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

Any student enrolled in the Concord Virtual Academy identified as ESOL/ESL through the Home Language Usage Survey will be screened to determine need of services. ELPA 21 screening and the ELPA 21 Summative will be conducted on-campus. Once identified, an LPAC will convene on campus with a zoom option available to parents to determine needed and appropriate accommodations and services. Support will be offered both remotely and on-site to meet the need of the student. The District's ESL Coordinator will monitor accommodations and student progress. The District will ensure all LPAC requirements are met for virtual learners.

K-8 TRVP TEACHERS WILL PROVIDE ALL ACCOMMODATIONS AND MODIFICATIONS AS STATED ON LPACS.

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

Students receiving Special Education services will be required to come on-site to complete special education testing provided by a licensed examiner. Special education conferences will be conducted in-person or via zoom based on parent preference. Edgenuity coursework will be adjusted to meet accommodations specified on the student's individualized education plan. In the event and accommodation cannot be met remotely, the District will provide a scheduled instructional time for the student to come on-site and receive services from district special education certified teachers. The District will ensure special education will be provided based on rules and regulations.

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.

The District has provided all general education teachers access to Edgenuity's learning management system. The content can be manipulated to provide accommodations for students in digital learning classes. The District also utilizes the Read-Write App through Google to allow access to text for all students.

Teacher Supports

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

The District will employ an instructional facilitator who will be the District's designated local virtual instructor. The facilitator along with other personnel within the district will continue to receive on-going professional development by Edgenuity. The professional development provided by Edgenuity will equip the facilitator with the skills and knowledge necessary to support students and parents in a virtual learning environment. The instructional facilitator will receive 40 minutes daily of planning time, 200 minutes per week.

K-8 TRVP: THE K-8 TRVP WILL, AT A MINIMUM, FOLLOW THE GUIDELINES AND POLICIES SET BY THE STATE OF ARKANSAS IN REGARDS TO TEACHER PLANNING TIME (40 MINUTES PER DAY).

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 instructional facilitator will facilitate the learning. All instruction, assignments, and assessments will be provided by instructors through Edgenuity.

District Supports

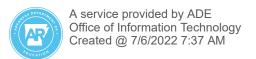|	
Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.	Students enrolled in the Concord Virtual Academy will complete all of the District's enrollment forms. Utilizing this information, the district will identify digital learners categorized as poverty, homeless, migrant, in foster care, or military connected. The District will closely monitor these students for any needs to ensure equitable access to opportunities for success.
All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.	The District's Testing Coordinator/Counselor will communicate with parents of students enrolled in the Concord Virtual Academy regarding statewide summative assessments. The counselor will establish a schedule within the testing window for digital learning students to attend on-campus testing sessions. The assessment dates will be communicated through a personal phone call to each virtual student's parent as well as published on the District's website and social media. Every effort will be made to provide an on-campus testing site to meet the needs of the student and their family. However, if a parent refuses to bring a student to campus for testing, that student will be calculated in the district's allowable 5% of students not tested.
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 effectiveness of the Concord Virtual Academy will be measured by analyzing various data sets including student attendance, student achievement, and student engagement. Data will be gathered through various formative and summative assessments including ACTAspire, iReady, MyPath, CommonLit, etc. Parent and student surveys will be conducted to gather information about the digital platform, needs, positive and negative aspects of the virtual learning. The District utilizes established leadership teams to continually evaluate the effectiveness of various practices across the district. The District's virtual instructional facilitator will closely monitor student academic achievement daily. The facilitator will be in on-going communication with the district's administration team. During monthly leadership team meetings, the instructional facilitator will report student progress, student level of proficiency, and any concerns regarding the effectiveness of the program. Fidelity of implementation will be determined by student academic achievement. The leadership team is prepared to make adjustments as needed. Lack of student progress, reports of student difficulty within the digital program, reports of parent support struggles, etc., will be taken into consideration to determine the effectiveness of the digital program. If the digital program is not meeting the needs of the student, a conference will be scheduled to determine the best plan of action to meet those needs.

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)

The District understands the success of a student enrolled in the Concord Virtual Academy is directly related to parent and family engagement in the process. The District has designed an enrollment packet to actively engage parents and families in the decision to enroll in the Concord Virtual Academy. Once a student has successfully met the requirements for enrollment, the District has designed communication tools to maintain two-way communication with families. The District will also provide required training for students and families enrolled in the digital learning option. This will be a cooperative effort between the District and families and will establish a collaborative relationship between the students, families, and the District. The District's instructional facilitator, as well as the District's helpline, are available to families to further maintain engagement in the process.

LEA INSIGHTS

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1S7RC4I2tLQYXYjEuq689ed-VrIrfuyQO
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://forms.gle/muombwA7WoJ5yfFv8 RESULTS https://docs.google.co

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMF
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMF
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMF

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