Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Earle School District (1802000)

School Year 2021-2022

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.
NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #:	1802000
Superintendent:	Tish Knowles
Email:	tknowles@esdbulldogs.org
Phone:	(870) 792-8486
Duration Requested (not to exceed five years):	1 Year (School year 2022-2023 to 2023-2024)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1802005 - Earle Elementary School 1802007 - Earle High School	K-12	Synchronous	Virtual (Online) / Remote (Distance)	LMS
1802005 - Earle Elementary School 1802007 - Earle High School	K-12	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	We are requesting this waiver. Attendance will be determined based upon the student completing the assignments for the days in a virtual setting. Teachers will not take daily attendance in a virtual option, but would allow completion of assignments to count the student present. Students working synchronously with their virtual teacher will be counted present or absent in the same manner as an on-site student.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(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.
				We are requesting this waiver. All current Arkansas Class Size rules/laws will be followed when students are participating in synchronous learning and onsite learning (blended/hybrid). When students participate in synchronous learning, students log in to Zoom and participate from their remote location (home) in the onsite class with the teachers and students. The student participating in a synchronous class will be acting as if they are physically in the class, thus will "count" them as part of the class and maintain appropriate and allowed class size. Class sizes may be exceeded in K-4 if one of the two teachers is out and the other teacher is responsible for teaching both classes. Class load will not exceed 40 students. Teachers in 5-12 may exceed class sizes if serving a dual role teaching both onsite and virtual synchronously. Class sizes will not exceed 40 students.
Teaching Load Number of students: 180	1-A.5	DESE Rules Governing Class Size and	6-17-812	

Waiver Topic	Standard for Accreditation	Teaching Load Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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.				We are requesting this waiver. All current Arkansas Teaching Load rules/laws will be followed when students are participating in synchronous learning and onsite learning (blended/hybrid). When students participate in synchronous learning, students log in to Zoom and participate from their remote location (home) in the onsite class with the teachers and students. The student participating in a synchronous class will be acting as if they are physically in the class ESD will "count" them as part of the class and maintain Arkansas allowed teaching load. The waiver would be needed when students are participating in asynchronous learning. They will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE approved Digital Learning Provider to include Lincoln Learning/Buzz or Virtual Arkansas. In the asynchronous learning environment, students will be working independently of each other, on their schedule, and in a remote location. The number of students assigned to a teacher of record does not impact the teacher of record.

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; 6-16-126	We are requesting this waiver. ESD maintains 178 student contact days. Virtual/remote students would not be expected to be online for a full day in the virtual setting. Students would log on for instruction and access assignments through their Google Classroom. Students in a virtual learning setting will be assigned a full load of content/assignments, etc. Their assigned courses/assignments/assessments closely mirror those of their onsite peers. When working in an virtual environment, students may or may not fulfill mastery of content, but would be expected to complete all assignments just as a traditional student.

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			We are requesting this waiver. Students in grades 9-12 may not meet for the 120 clock hours since they will be in a blended learning setting, but they will be expected to master the content. Students in a virtual learning setting will be assigned a full load of content/assignments, etc. Their assigned courses/assignments/assessments closely mirror those of their onsite peers. When working in an virtual environment, students may or may not fulfill a traditional instructional day but would be expected to master the content.
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)	We are requesting this waiver. This waiver is needed for K-6 students, as the district will not required proof that the student participated in 40 minutes of recess daily if they are in a virtual setting.

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.

Whole and small group instruction will be provided to students participating in the virtual option.

The daily instructional expectations for in K-6 include the Science of Reading to ensure reading requirements are met. K-2 students will receive daily, required synchronous reading instruction to ensure the "bottom of the rope" and the "top of the rope" reading skills are mastered at grade level.

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.

ESD will provide a guaranteed and viable curriculum that includes online blended learning (K-12) and diagnostic assessments (K-8).

K-6 students will use a virtual/remote delivery approach for both synchronous and asynchronous work. They will use their laptop to log on to classes from a remote location. They will not be on site for instruction, however they will come on site for required state testing.

Students in grades 7-12 will log on daily to receive instruction and complete assignments. Students will receive a combination of virtual, remote, and blended instruction.
 There are students already enrolled in virtual classes through Virtual Arkansas or Proximity Learning. This includes core instruction as well as electives. Students in these courses have access to a facilitator and instructor daily online.

Students in grades 9 -12 who take classes via distance learning (Virtual Arkansas or Proximity Learning) will continue their learning as current practice in those classes require. Our Virtual Learning Facilitators will communicate with the teacher of record for our students.

Students in grades 9-12 who are in CTE courses will have a hybrid delivery approach. They will work asynchronously to complete assignments related to their course work, but come on site for hands-on/application lessons, such as cooking in FACS or building in carpentry.

Faculty and staff will be using the school's grade level curriculum to prepare and deliver instruction for all students. Lessons and activities will be student centered and designed with the needs of the students as the focus for learning. Standard grading practices will apply to all assignments.

Teachers will also administer NWEA assessments in K-12 to gauge mastery of the content being taught. Testing dates will be communicated with virtual students along with necessary logistics.

ESD will utilize Google Classroom as our Learning Management System. All teachers will be required to set up a Google Classroom for each class/section. Faculty, staff, students, parents, and guardians will receive training to ensure the success of each student.

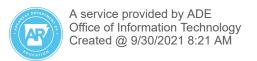|	
Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners? Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.	No teacher will be solely assigned specifically as a virtual teacher. Teachers will serve in a dual role, and may be teaching students in person and remote settings simultaneously.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	Teachers will be expected to utilize Google Classroom and Zoom daily with students in the virtual setting. Teachers will be expected to grade all assignments from virtual students and have a daily schedule of assignments and activities. All teachers with virtual students will have norms for students in a virtual setting. Teachers will provide additional support to students when content is not mastered. Students will utilize Google Classroom and Zoom daily for instruction both on-site and off-site and will be expected to access resources in order to be successful. They will be expected to take an active role in their learning. Norms for Students Grading Attendance Log-ins and passwords for Google Classroom, IXL, Lincoln Learning, Proximity Learning, Virtual Arkansas, and other on-line resources Daily schedules and activities Technology training and taking care of devices Effective student to teacher communication Navigating the learning environment Other support will be provided as needs are identified.
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?	

All current Arkansas Class Size rules/laws will be followed when students are participating in
synchronous learning and onsite learning (blended/hybrid).
When students participate in synchronous learning, students log in to Zoom and participate from their remote location (home) in the onsite class with the teachers and students.
The student participating in a synchronous class will be acting as if they are physically in the class,
thus will "count" them as part of the class and maintain appropriate and allowed class size. Class sizes may be exceeded in K-4 if one of the two teachers is out and the other teacher is responsible for teaching both classes. Class load will not exceed 40 students. Teachers in 5-12 may exceed class sizes if serving a dual role teaching both onsite and virtual synchronously. Class sizes will not exceed 40 students.

When students are participating (based upon a committee decision: student, parent/guardian, principal, teacher of record, counselor, etc.) in asynchronous learning, they will be attached in eSchool to a teacher of record onsite, but the content will be provided by a DESE Approved
Digital Providers List
(https://dese.ade.arkansas.gov/Oices/learningservices/digital-learning-providers/approveddigital-providers-list), Lincoln Learning/Buzz
(primarily).

ESD will provide additional support needed to ensure the success of the teacher and students in classes that exceed appropriate class size. Instructional facilitators and multi-classroom leaders (High School) will monitor and provided support as needed. The building leadership teams (guiding coalition) will meet to determine what supports will be offered to ensure success. Adjustments will be made accordingly.

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?

All current Arkansas Teaching Load rules/laws will be followed when students are participating
in synchronous learning and onsite learning (blended/hybrid).

When students participate in synchronous learning, students log
 in to Zoom and
participate from their remote location (home) in
the onsite class with the teachers and students.
The student participating in a synchronous class
will be acting as if they are physically in the class
ESD will "count" them as part of the class and maintain Arkansas allowed teaching load.
The waiver would be needed when students are participating in asynchronous learning. They will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE approved Digital Learning Provider to include Lincoln Learning/Buzz or Virtual Arkansas.
In the asynchronous learning environment, students will be working independently of each
other, on their schedule, and in a remote location. The number of students assigned to a
teacher of record does not impact the teacher of record.

Instructional facilitators and multi-classroom leaders (High School) will monitor and provided support as needed. The building leadership teams (guiding coalition) will meet to determine what supports will be offered to ensure students are successful. Adjustments will be made accordingly.

Technology / Platforms

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

ESD will utilize Google Classroom as the LMS system. Students enrolled in virtual classes (Virtual Arkansas, Proximity Learning) will access courses on their regular schedule via Zoom or Canvas.

K-6: The students will access the grade level assignments for each day. The information will consist of an overview page for students and parents explaining each assignment and assignments in Language Arts/Reading, Math, Science and History and will link back to standards for each subject in that grade level. History/Social studies may be incorporated in the Language Arts/Reading assignment. It is expected that these assignments should include new learning, as this will be regular instruction for students throughout the semester/year.

7-12: Each teacher will have an established Google Classroom. Students will utilize this technology to familiarize themselves prior to a virtual day. Clear directions and expectations will be discussed in advance. Teachers will record lessons and upload to the Google Classroom as part of the continuation of learning. The students will access the grade/content level assignments in this hybrid setting, which link back to the standards from each class period that the student attends during the school day, including elective classes.   It is expected that these assignments will continue the learning occurring in the classroom and provide opportunities for practice or extended learning.

Students in grades 9 -12 who take classes via distance learning (Virtual Arkansas or Proximity Learning) will continue their learning as current practice in those classes require via Zoom or Canvas. Our Virtual Learning Facilitators will communicate with the teacher of record for our students.

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.

ESD is a learning environment that seeks to educate the whole child. Students in Virtual Arkansas and Proximity Learning courseswill be monitored onsite by designated onsite facilitators as assigned by the building administrator. Decisions about programming and delivery of instruction will be made in a Professional Learning Community setting. DESE Approved Digital Providers List: (https://dese.ade.arkansas.gov/Oices/learning-services/digitallearning-providers/approved-digital-providers-list). Course content will be provided by ESD, Virtual Arkansas, and Proximity Learning, with Lincoln Learning/Buzz as an additional resource. Virtual Arkansas and Lincoln Learning/Buzz are developed by a team of curriculum specialists and aligned to Arkansas Curriculum Standards.

DESE Approved Digital Providers are for specific courses for the Digital Learning Act of 2013 and not a district offered Digital Program option which may be available for K-12.

Teachers have been trained on the LMS. In addition, teachers have been trained on Jigabot cameras in order for students in the virtual setting to be able to engage with other students in the classroom.

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.

All students in grades K-12, who are working in a synchronous environment via Zoom, Canvas, or Google Meet will work in Google Classroom and the same curriculum and content as onsite students. Teachers who are teaching in the synchronous (provided by the
Teachers of Record) will upload the approved onsite curriculum and content to Google Classroom for student access.

Students in grades 7- 12 may utilize content from Virtual Arkansas to gain needed coursework. Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

Some 9-12 grade students needing credit recovery services to regain failed credits or placed in the district ALE program may receive content through the Virtual Arkansas. Prescriptive courses are student-driven and give students opportunities to take pre-tests to assess mastery and possibly test out of specific lessons. This allows students to work at a quicker pace and regain more credits in a shorter time.

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.	ESD serves a rural, high poverty student population, therefore realizing that not all students have equal access to high-quality Internet at home. If the student does not have a stable internet at home, an Internet source via a mobile hotspot (owned and operated by ESD), ATTbrand, will be provided for the student learner to use free of charge. Students are also provided with technical support for using the hotspot and Chromebook or laptop by the district technology coordinators or technicians. Each student's school-issued Chromebook or computer is CIPA compliant and monitored by the 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.

The teacher of record will be responsible for a wellness check and report their findings to the counselor if a student misses more than three days. This may take place through scheduled weekly face-to-face, virtual, or a home visit provided by building/district designated individuals. The counselor and student success coordinator will follow up with the district parent/community liaison to determine next steps.

During these weekly check-ins, teachers will assess the academic progress of their assigned students and also discuss any additional needs such as technical assistance, food services (meal delivery if available), scheduling onsite meetings, and connecting the student with needed services such as therapies, counselor services, or mental health. If the student is struggling, more frequent check-in may be required. Onsite school counselors are available to virtual learners in a synchronous or onsite delivery method to students.

Food Security - ESD students are eligible for free breakfast and lunch daily. Should students need weekly meals, arrangements will be made with the parents/guardians for meal pick up or delivery weekly.

The district parent/community liaison, along with the building parent facilitators
will ensure all support services are in place for students. These liaisons are available to parents and students as an additional resource for support and assistance with
educational, physical, and social-emotional needs.

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.

Students in a digital learning environment are still part of our Bulldog family and are offered all the supports of our traditional onsite learners such as: technical assistance, free breakfast and lunch, extracurricular activities, and other support services. This includes counselors, SROs, dyslexia therapists/interventionists, LEA supervisor, librarian, student success coordinator, testing coordinator, etc.

A student is not turning in assignments after multiple attempts to contact them and their parents/guardians via phone, text, email, Zoom, etc. will receive a home visit. If a student is struggling to understand instruction in their coursework, this
will be discussed in a weekly team meetings. Assistance will be provided, as needed. In addition to monitoring student academics through weekly check-ins, all digital learners are expected to participate in interim and summative assessments. Learners are required to come onsite for testing. These dates are coordinated with our campus district and building test coordinators.   The goal is to monitor their learning progress and to ensure academic growth for these students. If the student is not meeting growth expectations, the PLC team will discuss the best adjustments to make to ensure learning mastery.

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

Student academic progress will be monitored via weekly "check-ins'' as mentioned in the aforementioned response and via the monitoring of their scores on interim and summative assessments. Whether students are growing or
struggling, their progress or lack thereof will be discussed with building-level leadership, the student's PLC team, and the student with their parents/guardians. The goal is to monitor their learning progress and to ensure academic growth for the student. If the student is not meeting growth expectations, the team for that student will convene and discuss the best adjustments to make to ensure learning success.

If the student is identified in need of Tier 2 or Tier 3 learning interventions in reading or math, the student will be served in their "least restrictive environment," as per the committee decision. If the committee decides that digital learning is the "best option" for the student, RTI (MTSS - multi-tiered system of support) could be provided in a synchronous approachwith an interventionist or via an online software .

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

Students will be required to come onsite frequently for state-mandated summative testing and district-wide interim formative testing (Dibels, ACT Aspire, ACT, Civics exam, DLM, etc). Parents/guardians and students will be made aware of this expectation at the time the student enters a virtual setting. Onsite formative assessment will be scheduled in advance, with written notice of testing dates sent by letter via mail, through phone or email communication with the ESD building teams, our one call system, and using our district social media
outlets and Remind. Parents will be required to provide transportation to and from the onsite formative assessment. Assessments will be given under the direction of the ESD District and Building Test Coordinators, building level staff, student success coordinator, and/or instructional facilitator, etc). Formative assessment results will be used so appropriate interventions and enrichment activities can be provided to students.

Describe how dyslexia screening and services will be provided to digital learning students.	As required by ACT 1268 of 2015 and ACT 930 of 2017, students will be screened for dyslexia. Students will be required to come onsite for these assessments. The dyslexia coordinator, school counselors, student success coordinators, and instructional facilitators will be great resources for questions regarding these laws. The trained dyslexia interventionists will provide dyslexia services. 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.	Students enrolled in ESD in grades 3-8, who have been identified and placed in the district gifted and talented program will continue attending GT content courses utilizing Google Classroom, Google Meet and Zoom.

ESD students in grades 9-12, who have been identified and placed in the district gifted and talented program will receive these services via AP courses. This AP coursework will be provided via Google Classroom in a synchronous environment with the coordination of the teacher of record, and the GT Coordinator. All GT students will be provided access to email and/or Zoom their GT teacher or AP teachers for assistance as needed throughout each week.

Enrichment for K-2 students will be provided by the music and art teachers in accordance with the approved GT plan. All GT Program Approval Standards will be met for virtual learners. |
| Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students. | ESD has embedded onsite ELL supports in onsite general education and special education classes. This will be discussed when determining the best educational delivery options for ELL students. Supports will be in place prior to an ELL student going to a virtual option to ensure success. ELL students will be required to attend ELPA testing onsite yearly.

In accordance with our ELL/ESOL plan ELL/ESOL requirements will be met for for all virtual 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.

Students will be provided daily with lessons developed by special education teachers digitally based on the minutes in their IEP. Students and teachers will utilize Google Classroom and meet digitally via Zoom or Google Meet. General classroom teachers will provide students with the appropriate assignments with proper accommodations and modifications in the student's IEP. Special education students' assignments will be based on the learning goals set forth in each child's IEP and will reflect their accommodations and/or modification supports in the classroom as closely as possible. Student work will be used to determine absenteeism; however, special education teachers will make this determination based on the individual student and their IEP provisions such as, but not limited to, extended time. Students whose schedule of services include physical, occupational, or speech therapies and/or mental health services will be made up upon their return to scheduled classes.

For any ESD students requiring assistive technology to access their virtual learning, it will be provided by the district as needed.

SPED conferences and evaluations will be conducted in person for all SPED virtual students.

All SPED virtual students will receive services in accordance with the law.

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.

Students are afforded all accommodations/modifications as listed on their IEP or 504 learning plans. Students enrolled in Virtual Arkansas and Proximity Learning
 will have content and coursework adapted to meet their specific
learning goals as stated in their IEP. Many modifications/accommodations can also be made to coursework within the LMS by the Intructional Facilitator before giving the assignment to the students such as reduced items, reduced answer choices, extended time, change question type, partial credit, read aloud, etc. Special education students also get additional exposure to assessments to aid in mastery of skills. Hard copies of readings, practice work, worksheets, and assessments may be
provided to some students upon a decision by the parents/guardians and PLC team.

Teacher Supports

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

The district and building leaders work closely together to ensure proper training for teachers and staff. Weekly district leadership meetings and weekly professional development with teachers ensure we are working together to support each
other as we support learners as they progress through the K-12 experience. The technology coordinator and his team will provide training to teachers and support staff one-on-one, small group, or large group depending on the needs of the staff. Technology support for staff will be determined by the principal, instructional facilitator, and/or the building leadership team.   Content support will be provided to teachers by the principal, IF, co-op specialists, DESE team members, and Solution Tree Associates as needed to enhance student engagement and instruction.

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?

Teachers will be provided 200 minutes/week as required. Early out Wednesday provides additional time for professional development and planning in needed areas such as social and emotional learning, technology equipment, and curriculum, as needed to be successful.

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.	Earle School District is dedicated to our vision and mission. Vision: The primary focus of the Earle School District is to provide the best educational opportunity possible for each and every student. Mission: The Earle School District will provide the leadership, resources, and support that fosters an environment which enables every student to graduate prepared for the next phase of life: college, career, technical training, and community engagement. We are a district in a high poverty area. Food insecurity is very serious and real to many of our families. We participate in Community Eligibility Provision (CEP). All students are provided free breakfast and lunch. With USDA (federal) waivers, we will continue to deliver meals to all virtual learners' homes each week. Every student is provided with a Chromebook or laptop, as well as an ATT hotspot, if needed, to ensure equitable access to Internet.
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.	Per DESE guidance and the Earle School District, all digital learners will be expected to return onsite for dyslexia screenings, interim assessments, and state-mandated testing. Assessments Included: DIBELS and in grades K-2, Dyslexia screenings, ACT Aspire in grades 3-10, ACT for Grade 11, CIVICS testing in 9-12, ELPA testing for ELL students, DLM assessments, etc. This expectation will be made clear to parents at the time of virtual learning enrollment and all parents/guardians must sign a compact to bring students on-site to test. Parents who refuse or do not comply will not have the option for virtual learning. Throughout the year, parents will be notified about specific testing dates in a variety of methods including letters home via mail, Remind alerts, one call reminders, social media posts, contacts including emails, phone calls, texts, phone calls, or home visits.

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.

Students will be monitored weekly and evaluated at least every ten days to determine the success of their digital learning. Student academic progress will be monitored via weekly "check-ins'' and via the monitoring of their scores on interim and summative assessments. Student progress or lack of progress will be discussed with building-level leadership, and the student with their parents/guardians. The goal is to monitor their learning progress and to ensure academic growth for the student.

Data will be monitored and evaluated in academics, attendance, student engagement, behavior, and completed assignments to determine the overall effectiveness of the digital option. Teachers, IFs, Principals, RTI/MTSS team, PBIS team, and the building leadership team will evaluate students in the virtual setting to determine overall effectiveness. Students who are not successful will no longer be able to opt in for the virtual option.

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)

ESD is committed to ongoing communication with parents, students, and community members. Students who miss three days will be contacted by the teacher and/or building parent & community liaison via phone call, text, and, email. A home visit will be made by the building/district parent liaisons if the parent or student cannot be reached by phone or email. Regular communication will be posted on the district website and Facebook, and sent out by the parent and community building and district liaisons.
Communication will include phone calls, texts, emails and face-to-face (in person or via Zoom). Successful communication is a vital part of this process, therefore:
Parents will share their needs and concerns with faculty and staff
Faculty and staff will check in with parents regularly to ensure the completion of assignments.   A suggested daily schedule and calendar for assignments will be provided.

Parents will provide feedback (via surveys) to enable faculty and staff to monitor the effectiveness of the programs. Parents will have the opportunity to schedule conferences with their child(ren)'s teacher, via telephone, face-to-face, or utilizing the Zoom platform.

District will communicate directly through the District Website, Facebook page and notification system.

Earle School District will provide families with the needed supplies and resources so that students will have what is needed for learning at home. These learning kits will be specific by grade and will include manipulatives, crayons, pencils, pens, and other supplies. We will replace supplies and provide resources as both an ongoing expectation and commitment to the learning process.
Families will make appointments to come in for a face-to-face meeting with teachers and staff. These sessions may be one-on-one or in a small group and will allow staff to complete diagnostic assessments, set instructional goals for students, distribute technology, and demonstrate the learning platforms.
Parents may also receive their student's learning kits and other resources during this time.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/15xa2fAuo2FjPbGOLezEpgvJVtrXbWL6z/view?us

LEA INSIGHTS

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/spreadsheets/d/14v1qafIiSheUkqPLUgL_8y1lNiCIoEd5y

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	http://www.earle.crsc.k12.ar.us/Section%204%20PDF/4.7-ABSENCES-1.pdf
Please provide a link (URL) to the discipline policy for digital learning students.	Proposed Virtual Discipline Policy - https://docs.google.com/document/d/1mLVA
Please provide a link (URL) to the grading policy for digital learning students.	Proposed Grading Policy for Virtual Students - https://docs.google.com/documer

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