Act 1240 Digital Learning Waiver Request

🏛 Searcy School District (7311000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.

- **Add grade levels** not included on the initial application.
- Remember to address each section of the application to include the grade level information being added.
- **All additions should be in red font.**
- Please do not remove or revise any information in the approved application.
- Email updated application to Melissa.Matus@ade.arkansas.gov .
- Updated applications are due September 1 by 5:00 p.m.

District:

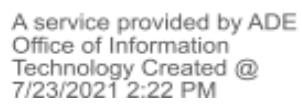|	
LEA #:	7311000
Superintendent:	Dr. Bobby Hart
Email:	bhart@searcyschools.org
Phone:	(501) 268-3517
Duration Requested (not to exceed five years):	5 Years (School year 2021-2022 to 2026-2027)

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

LEA(s)		Grades/Courses	Interaction	Delivery	Platforms
7311046 – Sidney Deener Elementary	7311051 - Ahlf Junior High		onous Synchro	Virtual (Online) / Remote (Distance)	
7311047 – McRae Elementary					
7311053- Westside Elementary					

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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)		

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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 nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning.

Attendance for full-time virtual students is based on utilization of the courseware and completion of assignments. For weekly attendance to be counted for each course or subject area, students must meet goals for progress in each course.

That information will come from the curriculum and instruction within the online coursework and attendance/participation in live instruction sessions. Attendance will be pulled weekly from the online platform and captures a student's log in, class attendance, and course work activity. All assignments for the week must be completed by Sunday at 12:00 AM. The district's appointed virtual learning facilitator will monitor student activity daily as well.

District policies and practices regarding student absences apply to virtual academy students.

Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.

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)	The district will need this waiver for K-4th grade students. 100% virtual teachers have a student teacher ratio of 50:1 in grade 4. Our enrollment cap for our 4-6 building is 75 students and K-3 will be capped at 50.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The district will not need this waiver because the digital learning classes are 100% virtual and we are utilizing a third party vendor to provide instruction.

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	Virtual students may have more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.
Clock Hours	1-A.2			Virtual students have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.

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)	Teachers will encourage K-6 grade students to engage in supervised, unstructured social time, free play and vigorous activity scheduled as part of the day; however, given the nature of virtual school, it is not possible for teachers to ensure that this takes place.

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.

Searcy School District will be providing virtual teachers and content through a partnership with Pearson for virtual students in grades K-12. All teachers are employed and managed by Pearson. A district point of contact will be designated to work with Pearson to ensure school policies, procedures, and expectations are being met with the virtual students.

Pearson is a dual learning virtual experience with both synchronous and asynchronous instruction through Pearson Connexus for students in grades K-12. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. LiveLessons for core instruction occur at least once weekly. LiveLessons are recorded so students can revisit for refresher or if the student missed the LiveLesson. LiveLessons are highly suggested. Additionally, students have a variety of other options for connecting synchronously with our teachers (email, office hours, etc.). Students can contact assigned teachers in Pearson Connexus using Webmail. Students also have their teachers' phone numbers. Turnaround time for responses from Teachers and Advisor Teachers is 1 business day per Pearson regulations, but generally occurs within a shorter timeframe. All teachers have 3 hours of weekly office time for support. Teachers request students to attend LiveLessons, pull small groups, and/or work 1:1. These requests are based on student needs identified by robust grading practices.

The district, in addition to a district point of contact, will utilize virtual learning facilitators that will monitor student engagement along with their academic progress for the students from that respective campus. The virtual learning facilitator will work with students to ensure their success with Pearson Connexus curriculum via Google Meets, email and phone calls when necessary to ensure success in the virtual classroom. When special services, interventions, etc. need to be provided by a district staff member/certified teacher, those employees will utilize our Schoology LMS and/or Google Meet to meet the educational needs of our virtual students. District staff members providing instruction support services to ESL, GT, dyslexia services and Special Education students will have a designated time to service those students to best meet their needs.

There will be instances where Searcy students in grades 9-12 may enroll in courses offered by Virtual Arkansas if the course is not offered through Pearson Connexus. 9-12 Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the high school level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one to one Zoom sessions as needed. Students must attend at least one (1) Zoom - Live Session a week per course. Attendance for all Zoom sessions is highly encouraged as empirical

data has shown students who attend Zoom sessions are shown to be more successful than students who do not attend Zoom. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas

Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

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.

Searcy School District will utilize online virtual (remote) learning for students in grades K-12, which is Pearson Connexus. The program will provide instruction using a dual model of both synchronous and asynchronous online learning.

Students will engage in digital coursework through the Pearson Connexus Learning Management System (LMS). All students will have the opportunity to participate in live LiveLesson sessions for synchronous learning with the Pearson teacher. All learning, instruction, and interventions will be virtual.

Virtual Arkansas will provide course instruction for classes that are not offered by Pearson or Searcy School District for students in grades 9-12. Virtual Arkansas utilizes a synchronous and asynchronous approach to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

All virtual students will be invited to participate in all field trips, academic competitions, and other special enrichment functions that occur in the brick and mortar. Some virtual students will come on site to participate in select classes that are not offered via Pearson Connexus platform--for example, AAA competitive activity classes such as, but not limited to, art, choir, band, baseball, basketball, and soccer.

Students will be required to come on site for, but not limited to, state testing, health screenings, and some types of instructional support and intervention if necessary.

Special Services & Interventions
Dyslexia - Searcy School District will provide Initial, level I, and level II dyslexia screening to students in grades K-12 at the suggestion of the virtual teacher, interventionist, parent/guardian and/or school district. Screeners will be conducted synchronously at a scheduled time with a classroom teacher or dyslexia interventionist. Dyslexia interventions will also be conducted synchronously following the recommendations of the dyslexia curriculum.

Gifted & Talented - 150 minutes each week. Gifted and Talented services will be conducted synchronously at a scheduled time through Google Meet and utilization of the Schoology LMS platform for all learning activities with a district GT teacher.

ESOL/ELL - students will be serviced by certified intervention specialists and/or teachers trained in English Language Development. District interventionists will prepare lessons using the EL Achieve curriculum. Lessons will be shared through a Schoology and Google Meets.

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Instructional sessions will be synchronous and asynchronous. Lessons will be delivered daily for at least 30 minutes.

Special Education Services - Special Education services and supports will be determined by the student's IEP committee The district will maintain all

records for special education virtual students. The district provides all special education supports and services, such as meeting IEP goals, special education conferences, etc. This committee will determine the method of delivery of services. Accommodations for virtual students will be provided through the Pearson Connexus LMS. Students will be scheduled on-site for special education evaluations.

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.

Searcy School District will use Arkansas certified teachers as instructors for all course content from the Pearson Connexus LMS. Pearson will provide certified teachers of record for virtual learners. Delivery of instruction will be 100% virtual. Pearson teachers will be dedicated to remote instruction only. All virtual teachers will be employed and managed by Pearson. This model is synchronous targeted instruction partnered with asynchronous course content and enrichment.

Searcy Schools will employ a district point of contact for Pearson and virtual learning facilitators to monitor student engagement in the learning process, as well as their academic progress. These employees will be certified teachers that have a designated time in their work schedule to devote to virtual learners.
Virtual learning facilitators will not be monitoring virtual students and on-site students at the same time. Searcy School employees will work on-site. District staff members providing instructional support services to ESL/EL, GT, dyslexia services and Special Education students will have a designated time to service those students to best meet their needs. Those district staff members providing special services will be ensured their planning time and class load requirements are still met.

For those select students participating in courses with Virtual Arkansas, Virtual Arkansas will provide a fully certified Arkansas teacher of record while the District provides the facilitator. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model includes synchronous targeted instruction partnered with asynchronous course content and activities.

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

Searcy School District's virtual students will be required to attend a minimum of one LiveLesson session per week per course. It is highly encouraged that students attend all LiveLesson sessions each week. Research shows that students who attend LiveLesson sessions are more successful than students who do not attend LiveLesson sessions. LiveLesson sessions 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 sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, all live instruction sessions are recorded and saved for students to revisit at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered. Teachers and students will be able to communicate using the Pearson Connexus Learning Management System or via email. Additionally, virtual teachers are expected to communicate with parents and students.

Pearson teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parent/guardians, and District Point of Contact to monitor.

- Pearson Teacher grading of assessments: 2 business days
- Pearson Teacher grading of portfolio items: 5 business days
- Teachers send Welcome WebMail messages within 2-5 business days after the course start date.

Standard communication between virtual teachers and students will be through webmail. All student and teacher communication is captured and logged.

Virtual teachers will also make phone calls and share their phone numbers wi students. Students can request meeting times through the You Can Book Me website, pop in LiveLessons, or meet during teacher's set office hours. Virtua teachers will also pull small groups or work 1:1 with students based on needs Programs enrolling full-time students in grades 6–12 with Pearson teachers w receive an advisor through Pearson in addition to subject-specific teachers. Advisors are not state-certified teachers but collaborate with teachers, students, and caretakers to ensure student success. The Advisor's role is to:

- Increase student success in courses through an emphasis on quality communications, effective use of data, and accurate documentation of efforts.
- Improve the student and family's overall online education experience and success through collaboration and coordination with Program Managers and content area teachers.

Advisor responsibilities include:

- Monitoring student participation and performance;
- Helping students navigate the Connexus platform and other Pearson technology; and
- Facilitating communication between the student and the

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subject matter teacher(s) as needed.

Full-time students in grades K-5 are not assigned a Pearson Advisor, but work closely with their assigned core subject virtual teacher to ensure success and are monitored by their building's virtual learning facilitator.

Searcy's District Point of Contact for Pearson will communicate with Pearson at least every other week unless the need arises for more frequent contact to address any specific needs.

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

Virtual students in grades K-12 will be required to attend all Tier I, II, III small group/1:1 instructional sessions suggested by virtual teacher or school district.

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?

Teacher Support:

Annual training that specializes in online teaching based on National Standards for Quality Online Teaching. Trainings focus on developing virtual classroom management, digital pedagogy, data driven instruction, techniques for supporting social/emotional health of students in a virtual space, techniques for supporting diverse learners and techniques to support a mastery based instructional model to ensure all students succeed. Pearson teachers get 40 minutes of daily prep time and 3 office hours per week.

Student Support:

All K--5 students have one teacher who teaches all core subjects. Teachers work with students in small group and one-to-one instruction based on real time data.

Several methods of communication are available to students and parents. Pearson teachers work closely with the district to implement a layered approach to RTI. District Point of Contact will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The DPC will report any issues or concerns on academics, welfare, engagement, etc. to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students.

Monitoring:

Pearson teacher evaluation data will be used to determine if supports are adequate. Pearson develops a yearly map of professional development that aligns with the National Standards for Quality Online Teaching. This map is created based on student and teacher data.

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?

NA for Searcy

Technology / Platforms

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

Searcy's virtual students will use Pearson Connexus platform. It is the online learning management system used by Pearson. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources. This robust, completely integrated K–12 solution combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools.

Students can view daily and monthly schedules, access lessons, monitor progress through the online grade book (for students in grades 6 and above), communicate with teachers through email and access many online learning resources.

Parents can view students' schedules, assignments, and lessons, monitor students' progress using the online grade book and communicate with teachers via Webmail.

Administrators can track student progress, review online assignments and assessments, communicate quickly and effectively with students and parents, and keep track of student and family interactions. Because much of the learning and record keeping is done online through Connexus, school administrators can monitor the effectiveness of instruction and ensure that students are making progress every day.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 9-12) for those students taking a course with Virtual Arkansas.

District staff providing special services for virtual students will use Schoology LMS and/or Google Meets when providing those virtual services.

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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.

Searcy's virtual students in grades K-12 will utilize the Pearson Connexus LMS & CMS platform. It is a robust, completely integrated solution that combines a next-wave learning management system (LMS) and content management system (CMS) with an integrated student information system (SIS) and a full suite of communications tools. The Pearson curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. Pearson teachers can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, etc. Pearson Program Manager and District Point of Contact have full access to the Reporting feature of the LMS as well.

Searcy Public School Course Offerings -

https://bit.ly/3t0nyWX Pearson Connexus Course

Descriptions - https://bit.ly/3u1fAhL

Reading instruction is crucial in the overall success of students. Pearson Connexus uses rigorous language instruction that is aligned with the Science of Reading. Pearson's virtual teachers are following Pathway D to obtain proficiency in Science of Reading.

Every course in the Pearson Connexus catalog includes reading, writing, speaking and listening, and language components, and encourages students to communicate using academic vocabulary. While these may look different from course to course, students have opportunities in every lesson to practice and enhance their language skills.

Each language arts course involves reading comprehension using texts of multiple genres that focus on a variety of topics and themes. Students analyze and respond to texts independently and use discussion boards. They have opportunities to write in different formats including short answers for text- dependent questions, research papers, and persuasive essays.

In math courses, students are given portfolio assignments to demonstrate understanding and often

use writing skills to explain their answers during instruction.

Science courses in Pearson Connexus contain a vast amount of informative texts to deepen student understanding of concepts. Students also are required to complete portfolios and write lab reports.

The Pearson Connexus social studies curriculum involves reading and analyzing primary and secondary sources. Students will use these sources to support their responses to short answer questions and essays. Students are also assigned portfolios and projects such as writing a letter to a historical figure.

Additional Language Resources

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Students can also engage in synchronous instruction to enhance oral language skills. This involves teacher facilitated lessons, group projects, and class discussions. Interactivity is the key to synchronous instruction, allowing students to:
*demonstrate their knowledge and practice their communication skills, ask questions to deepen their understanding;
*build relationships with their teacher and fellow classmates;
*teachers to engage students in discussions, problem solving, and group projects; focus class time on bridging skills gaps; and
*build one-on-one relationships with students.

Advanced courses are Advanced Placement (AP®), honors, and gifted and talented courses. AP courses include college-level work to help students prepare for the Advanced Placement exam and earn college credit. Honors courses in grades 9–12 provide students with rigorous assignments for enrichment and honors credits. Teachers engage students in discussion and facilitate independent exploratory projects. Gifted and talented courses in grades 4–8 provide students with above-grade-level content, project-based portfolios, and assignments with increased cognitive rigor.

Elective courses are sequential, standards-based courses that provide students with opportunities to extend their learning in areas of interest or focus. Elective offerings span multiple subject areas, such as the arts, STEM, world languages, and Career Technology Education (CTE). CTE electives may focus on a variety of career clusters and/or pathways.

Virtual Arkansas courses are designed and written by subject matter experts (SME's) 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.

Virtual Arkansas provides support for new teachers through a 3-day orientation. This takes them through the logistics of the SIS, LMS, Zoom, protocols, parameters, and expectations of being a Virtual Arkansas teacher. VA has a google site that provides a wide variety of supports including intervention strategies for online learners, how to accommodate/modify for students with 504/IEP/LEP plans, creating spreadsheets to progress monitor, templates for communication with students, parents, and other stakeholders, etc.

VA teachers that are returning are all expected to go through Quality Matters asynchronous training that provides them with the K12 Rubric for

Online Courses. This is also coupled with training for continuous professional growth and evaluation through the National Standards for Quality for Online Teaching that is blended with the Charlotte Danielson framework.

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

Additionally, there is summer training that addresses disciplinary literacy, more in-depth training on IEP/504/LEP support in an online environment, and a UDL course for VA teachers that will be launching this summer. There is also embedded PD throughout the year through book studies (innovation focused), "WhatIF" Fridays (intervention focused), and action research all led by our teacher leaders (Collaborative Team Leaders, Innovation Team Leaders, and Intervention Team Leaders).

VA also uses an Instructional Model for Online Learning as a guide for PD both in small amounts and for longer PD sessions. They also have a #VAEdCamp when they return for PD in August. This is one day set aside for teachers to present based on proposals of innovative things they are doing in their practice that was submitted in the spring. It can be tool-based, instructional-based, or other.

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.

LiveLesson is the Pearson video communication software that teachers and students will be utilizing for all synchronous learning opportunities. LiveLesson sessions 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 sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, LiveLesson sessions may be recorded and saved for students to revisit at a later date if they had scheduling conflicts or want to refresh themselves on the topics covered.

LiveLesson allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a LiveLesson 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 LiveLesson session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

Students enrolled in a Virtual Arkansas course will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

Searcy's virtual learning facilitators will utilize Google Meet when appropriate with the students they are monitoring. The Meet application is a standard tool which all teachers and all students have available to them at all times using district provided devices (computer for teachers or Chromebook for students). In addition to the tools which Google Meet provides for effective video communication (ex. Chat, breakout rooms), effective interaction between teachers and students is supported by the District use of the GoGuardian management software https://www.goguardian.com/. District staff providing special services for virtual students will use Schoology LMS and/or Google Meets when providing those virtual services.

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

All students will be assigned a district Chromebook device that is CIPA compliant. Virtual students who do not have reliable internet service can request a district-issued CIPA compliant hotspot. Wi-Fi will be available on campus in posted areas (Network Nooks). Network Nook locations are designated with large red signs in our campus parking lots and can be found at the following locations:

*McRae Elementary - Near the gym parking lot area;
*Sidney Deener Elementary - Near the gym entrance;
*Westside Elementary - Near the gym entrance at the front of the building;
*Southwest Middle School - Hickory Street parking lot in front of the 4th Grade Building;
* Ahlf Jr. High School - Near the front entrance, and
*Searcy High School - Performing Arts Center parking Lot directly in front of the auditorium.

All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act.

The Searcy School District's technology department is available for support to students and families during school hours via email (techhelp@searcyschools.org) and follow up phone calls, if necessary. The technology staff is also able to access district-owned student devices remotely to troubleshoot.

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.

Pearson virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Pearson 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, Pearson will contact the partnering school including District Point of Contact to step in to provide intervention.

Pearson teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Pearson provides ongoing professional development to their teachers to support SEL strategies.

Pearson Connexus curriculum is currently undergoing a revision that incorporates SEL concepts directly into each unit of the curriculum. Outside of the curriculum, K-5 teachers focus daily homeroom lessons on those specific concepts. 6-12 full-time students will have the opportunity to attend advisory sessions at least once a month that address these as well. The professional development map also includes training sessions designed to develop staff's ability to ensure student well-being--for example, staff explored 5 core SEL competencies developed by CASEL and different social emotional strategies and resources that can be used in the virtual classroom. Pearson also includes well- defined "Student in Distress" protocols and virtual teachers report any imminent or non-imminent threat concerns directly to the Program Management team. This allows our Program Management team to keep partner districts informed of any concerns with student well-being. Teachers and advisors are the eyes and ears for Virtual Learning district partners. If a student is in physical, mental, or emotional stress, virtual staff is usually the first to know. Concerns are quickly and securely shared with our partner districts.

Proper district staff then handles the concern appropriately according to policy. District point of contact will be monitoring student engagement, attendance, progress, and academic success through frequent contact with Pearson Program Manager and Pearson Connexus reporting features. Reporting features are available on demand.

9-12 Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services.

Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

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During their weekly check ins, district virtual learning facilitators will monitor students wellness and safety through variety of methods of communication (phone, email, Google Meets, etc.). If a situation arises where support cannot be provided virtually, appropriate district personnel will be contacted or home visits may be scheduled to address the students' need.

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During their weekly check ins, district virtual learning facilitators will monitor students wellness and safety through variety of methods of communication (phone, email, Google Meets, etc.). If a situation arises where support cannot be provided virtually, appropriate district personnel will be contacted or home visits may be scheduled to address the students' need.

If and when the district point of contact is contacted by a third party vendor about students in need of additional supports, he or she will contact the necessary support staff (principal, counselor, etc.) to assist the student in need.

Food service - A once a week distribution of food will be provided for those students who require meals. Meal distribution will be conducted at the Searcy High School campus. Families will come and pick up meals for the week or if transportation is not available we will work out delivery. Cost will follow USDA guidelines.

Counseling Services The Searcy School District Comprehensive Counseling Plan may be found at the following link - https://bit.ly/3nvDCir

Mental health therapists provide teletherapy or onsite therapy for those students who receive school-based mental health services.

Basic Healthcare Services Provided for Students
–Initiating and updating Individualized Healthcare Plans for Students with Special Needs
–Screenings(Vision, Hearing, Scoliosis, and BMI)
–Vision & Hearing (Grades: Kindergarten, 1st, 2nd,4th,6th,& 8th, all special education students, and parent request)
-Scoliosis (Grades: 6th girls only, 8th girls and boys)
-BMI (Grades: Kindergarten, 2nd, 4th, 6th, 8th and 10th)

-Teaching/Counseling for students and parents
-Maintain and update student immunization records
-TeleMed - Searcy School District is partnering with ARcare to provide virtual health services to our students and staff members. Each campus has its own school nurse, but if parents would like their students to participate in the ARcare program, students may be examined by an ARcare provider through the use of telemedicine. The patient will be able to speak in real-time with the specialist during the appointment. The licensed school nurse will be present throughout the entire telemedicine appointment. Parents will be contacted BEFORE and AFTER the visit. Assuredly, the appointments are confidential, and the telemedicine platform is HIPAA (Health Insurance Portability and Accountability) compliant. For those who choose to take advantage of this service, the new patient packet must be completed BEFORE the first telemedicine visit. Packets will be sent home with students the first week of school, or a parent may access the forms at https://www.searcyschools.org/page/health-and-wellness.

For any questions or concerns, please contact Tammy Bishop, Searcy School District nurse supervisor, at 501-268-2146 or tbishop@searcyschools.org.

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Occupational Therapy (OT), Physical Therapy (PT), and Speech Therapy (ST) - Students who receive OT, PT, and ST will receive services through teletherapy or at the private provider's clinic.

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.

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Searcy School District has access to the Pearson Connexus LMS to monitor students in real time. Pearson teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Pearson teachers will involve the partnering school through the District Point of Contact. The building virtual learning facilitator will monitor virtual student progress, welfare, and attendance through Pearson provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The building virtual learning facilitator will report any issues or concerns on academics, welfare, engagement, etc. to the building principal to handle, based on school district policy. The DPC will also set up a regular communication schedule with the Pearson Program Manager regarding the progress of virtual students.

District Virtual Learning Facilitators will monitor student engagement and academic progress weekly. That information will come from the curriculum and instruction within the online coursework and attendance/participation in live instruction sessions. Attendance will be pulled weekly from the online platform and capture a student's log in, class attendance and course work activity. All assignments for the week must be completed by Sunday at 12:00 AM.

Students should sign in daily and complete lessons each day to stay on track for completing coursework. The SSD virtual learning facilitator, in addition to the teacher of record, will make every effort to ensure all students make appropriate progress towards successful completion. SSD virtual learning facilitators will be checking in with students weekly. Students who fall significantly behind due to lack of activity or unsatisfactory progress (typically 70% or lower) will be administratively removed from Lions Online and be required to take courses on-site. If a student fails to complete coursework for assigned courses, he or she may be disciplined in accordance with the District's truancy policy.

Process for Monitoring Attendance:
Students are required to follow the school calendar, which includes a minimum of 178 school days.
*Students are expected to log into the virtual school platform each scheduled school calendar day. If the student is not active in the system on a school day as listed on the school calendar, the student is marked as having missing attendance. Therefore, if the school calendar indicates Monday through Friday in each week as "School Days", activity must be completed on each day to prevent an absence from being recorded.
*Sign on occurs daily (Monday through Friday);
*Use Saturdays, Sundays, and holidays as make-up days;
*All assignments for each week must be completed by Sunday at 12:00AM.
*Students should notify virtual teacher immediately when it is not possible

to sign on; and

*Students must return telephone calls and/or respond to emails from teachers and virtual learning facilitator.

 *After 3 days of student inactivity the teacher will notify the parent to

to sign on; and

*Students must return telephone calls and/or respond to emails from teachers and virtual learning facilitator.

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communicate the concern and expectation that the student must participate in online learning on a daily basis to make academic progress. If direct contact is not made initially, a return email or phone call from the parent is required within 24 hours.

*After 5 days, if there is not a response from the parent and/or the student does not actively participate in online learning, the virtual learning facilitator will report to the appropriate SPS principal who will contact the parent.

*After 6 days, if there is not a response from the parent and/or the student does not actively participate in online learning, a conference will be held with the parent, teacher, and administrator to discuss academic progress and concerns. If the parent and students do not attend the scheduled conference, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student or persons standing in loco parentis shall be subject to civil penalty as prescribed by law. School officials are authorized to contact the prosecuting authority, juvenile authorities, or social service agencies at any time if parents are not making reasonable efforts to encourage regular attendance by students. -- See the Student attendance policy in the Searcy School District Student Handbook.

Searcy School District and Pearson will provide training and support for the District Point of Contact and the virtual learning facilitators. This training will include, but is not limited to, Pearson Customer Handbook, Pearson Program Manager, Pearson Connexus Management System, reports and data, etc. This training will teach the skills districts need to properly monitor virtual students' academic and engagement in the Pearson Platform.

The district will have access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

No matter what type of courses Searcy students are enrolled in, it is the District's mission to provide support to all students that struggle with academics and engagement. Our virtual learning facilitators and district point of contact for Pearson and Virtual Arkansas will be monitoring engagement, growth and academic progress in the courses in which our students are enrolled.

*Virtual Learning Facilitators will communicate with the student to ensure that they are effectively communicating with the teacher of record, assist with any issues that may arise, refer the student to other district instructional support when necessary, and in general serve as a liaison

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between the student, third party vendors, and our district.

*DPC and Virtual Learning Facilitators will work to communicate with both the parent and student about learning activities and any issues or concerns as they arise.

*Virtual Learning Facilitators may refer students if necessary to tutoring services

between the student, third party vendors, and our district.

*DPC and Virtual Learning Facilitators will work to communicate with both

provided by our district.

*DPC will also monitor to ensure that interventions are being implemented if they are necessary.

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

Pearson's virtual teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls and share their phone numbers with students to offer support. Students may be asked to join LiveLessons and/or watch recorded sessions. Teachers may use office hours for interventions. Virtual teachers will also pull small groups or work 1:1 with students based on needs. Programs enrolling full-time students in grades 6–8 with Pearson teachers will receive an advisor in addition to subject-specific teachers. collaborate with teachers, students, and caretakers to ensure student success. If those are not successful, the virtual teacher will reach out to the partnering District Point of Contact regarding additional Tier 2 or Tier 3 interventions. The district will provide the support with the appropriate expert and deliver in the brick and mortar location or virtually, based on need. Should a virtual student get to the point of needing Tier 3 Interventions, students will be asked to return to on site instruction.

Additionally, 9-12 Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions, and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

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

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Pearson's virtual teachers provide periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live LiveLesson to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Pearson teachers will use assessment data to enrich lessons or provide interventions via small group/one-on-one. The Pearson Program Manager will ensure that District Point of Contact is aware of any concerns/issues revealed through data analysis.

9-12 Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom meetings to do informal formative checks to ensure clarity for students on asynchronous learning tasks. Virtual teachers will use assessment data to enrich lessons or provide interventions via small groups/one-on-one. The Virtual Arkansas teacher of record will make the virtual learning facilitator aware of any concerns/issues revealed through data analysis. Facilitators will inform the building principal if there are any concerns and students may be required to receive interventions from a district interventionist.

All virtual students will be required to do statewide summative and school/district required testing at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis by Pearson personnel.

Virtual teachers will use assessment data to enrich lessons or provide interventions via small group/one-on-one. The District Point of Contact and virtual facilitators will inform the building principal if there are any concerns, and the student may be required to receive interventions from a district interventionist.

Testing that will occur on site includes but is not limited to:
*Dyslexia Screening
*ACT Aspire Summative - typically April/May
*ACT, given to all students in grade 11 during the spring semester
*PSAT for all 10th grade students during the fall semester
*Arkansas Civics Assessment, administered to all students one time

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during a student's 10th, 11th, or 12th grade year. Testing is completed in one day.

*AP Assessments - typically in May

*English Language Proficiency Assessment (ELPA)

*SEAS Bridge Assessments and psychological assessments for special needs

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students
*GT Screenings

Parents will be notified of the onsite testing requirement:

● during initial enrollment in the Rubric for Considering Virtual Learning and the Virtual Learning Contract
● within the Virtual Learning Handbook
● in Virtual Learning Updates leading up to each test administration
● via district communication for all students leading up to each test administration.

The district will utilize DESE guidelines when testing virtual students, which includes:
● testing virtual students as a separate cohort from their grade-level group
● organizing small group virtual testing rooms to accommodate the need for additional social distancing.

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

Searcy School District will follow all laws and guidelines for students who exhibit Characteristics of Dyslexia with virtual and face to face students. If it is determined that the student has functional difficulties in the academic environment due to characteristics of dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013, if qualified under the applicable federal 16 law.

Pearson Connexus provides accessibility tools to support students with dyslexia. Dyslexia screening is provided by the dyslexia interventionist. Digital learning students identified with characteristics that could be associated with dyslexia will receive synchronously streamed dyslexia interventions from the district's dyslexia interventionist.

Searcy School District will provide Initial, level I, and level II dyslexia screening to students in grades K-12 at the suggestion of the virtual teacher, interventionist, parent/guardian and/or school district. Screeners will be conducted synchronously at a scheduled time with a classroom teacher or dyslexia interventionist. Dyslexia interventions will also be conducted synchronously following the recommendations of the dyslexia curriculum.

9-12 Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering school.

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

Searcy School District will follow all Gifted and Talented Program Approval Standards with virtual and face-to-face students.

GT identification procedures will be the same for face-to-face and virtual students. Both virtual and face-to-face students may be referred for Gifted and Talented placement testing by any individual who has knowledge of the student(s) leadership and/or academic strengths including teachers, parents, administrators, community members, and/or self-referral. Upon referral, the GT Coordinator/Facilitator will initiate the evaluation process. After parental permission is obtained, parents will be notified of the date, time, and location for testing. Once all documentation has been collected, the GT placement committee will review and determine what placement is most appropriate for meeting the student's academic needs based on the available data.

For students in K- 5th grades, the GT facilitator will meet with all online identified students for 150 minutes each week. Gifted and Talented services will be conducted synchronously at a scheduled time through Google Meet and utilize the Schoology LMS platform for all learning activities with a district GT teacher. The GT teacher will oversee the student's progress and address any SEL needs that might present themselves during the school year. Curriculum for the gifted extends or replaces the regular curriculum. Once a month a GT facilitator will offer social and emotional lessons to all GT students.

The identified online 6th-10th grade GT students participate in advanced classes for 150 minutes each week taught by a certified classroom teacher.. The GT Coordinator collects content documentation from each teacher every nine weeks. GT students are given the opportunity to participate in project based learning. Advanced classes include courses listed as advanced, honors, or accelerated. At least once a month, a GT licensed facilitator offers students social and emotional lessons. All lessons will be delivered through Schoology LMS platform with opportunities each week to log on and visit/ learn through Google Meets. The classroom teacher will oversee the student's progress and will communicate that process directly with parents.

Gifted and Talented students in grades 11-12 are served in advanced classes for 150 minutes each week. Typically these classes are AP courses. AP courses will be offered through Pearson or Virtual Arkansas vendors. No content documentation is required for these classes as the class syllabus supplied to College Board is utilized. However, should a GT student elect not to take an AP course, the student is served through courses listed as advanced, honors, or accelerated. All classes are taught by certified classroom teachers. The GT Coordinator collects content documentation from teachers of 11th-12th grade students not enrolled in an AP class every nine weeks. At least once a month, a GT licensed facilitator

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offers all GT students social and emotional lessons. The classroom teacher will oversee the student's progress and will communicate that process directly with parents.

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

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated support.

The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

In addition, students will be serviced by certified intervention specialists and/or teachers trained in English Language Development. District interventionists will prepare lessons using the various EL Achieve curriculum. Lessons will be shared through a Schoology and Google Meets. Instructional sessions will be synchronous and asynchronous. Lessons will be delivered daily for at least 30 minutes.

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

Special education will be provided based on rules and regulations. Special Education services and supports will be determined by the student's IEP committee. The district will maintain all records for special education virtual students. The district provides all special education supports and services, such as meeting IEP goals, special education conferences, etc. This committee will determine the method of delivery of services. Accommodations for virtual students will be provided through the Pearson Connexus LMS. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. The school district will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

The Bridge Assessments from SEAS will be used to monitor progression on goals and objectives in the IEP. Conferences will be held virtually and students requiring testing will be brought to an assigned area on campus for their evaluations. Therapy providers will provide service virtually.

Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Digital accommodations include but are not limited to digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources, pdf markup tools, voice typing tools, digital math manipulatives, online calculators when appropriate.

Teacher Supports

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

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Searcy School District will utilize Pearson Connexus as the digital content and instructional solution. Pearson provides their teachers with training for the usage of the Pearson Connexus LMS and virtual instructional strategies. Virtual teachers will follow Pearson's Professional Development Map. This annually produced map is in line with the National Standards for Quality Online Teaching. Professional Development offerings are approved by the Arkansas Department of Education and count towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate level course work and/or additional external training opportunities. Pearson teachers are following Pathway D to obtain proficiency in Science of Reading.

Pearson develops a yearly map of Professional Development and training session offerings. This map is in line with the National Standards for Quality Online Teaching. Trainings focus on developing virtual classroom management, digital pedagogy, data driven instruction, techniques for supporting social- emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards, Attached is an outline of some of the Professional Development sessions offered in the 2020-2021 school year - https://bit.ly/3aLUj40.

Pearson OBL teachers have access to the School Support Help Desk that provides efficient and comprehensive support for the Pearson Connexus platform for Teachers, Administrators and Staff. This should be the first point of contact for questions related to Pearson Connexus and/or curriculum - https://bit.ly/3aLUj40.

The Help Desk staff is available by calling our 800 number, weekdays, from 8am to 8pm EST.

The Help Desk can assist with the following:
● Curriculum
● Functionality
● General How-To's
● LiveLesson® accounts
● Permissions/Roles
● Reports
● Creating and Managing Courses

Pearson OBL teachers play an active role in reporting any potential curriculum issues to the Help Desk. They are provided with opportunities to explore all curriculum in advance and attend Pearson led training on curriculum revision, teacher expectations and resources throughout the

school year.

Pearson Teaching Services works closely with our HR Partner to ensure that

Pearson OBL teachers and advisors clearly understand our expectations. Employees also receive periodic feedback both formally and informally from their manager. This feedback may be written or verbal and is a direct result of observations completed throughout the school year. Employees receive a performance review in advance of their salary review date, which is a common date. Performance reviews are conducted annually at the end of the school year as well as mid-year in December or January.

Pearson OBL employees are expected to meet certain standards of work performance and conduct. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process. Managers will provide coaching and feedback regularly, guide employees through structured goals and metrics, and will use performance improvement plans accordingly.

Virtual Arkansas provides support for new teachers through a 3-day orientation. This takes them through the logistics of the SIS, LMS, Zoom, protocols, parameters, and expectations of being a Virtual Arkansas teacher. VA has a google site that provides a wide variety of supports including intervention strategies for online learners, how to accommodate/modify for students with 504/IEP/LEP plans, creating spreadsheets to progress monitor, templates for communication with students, parents, and other stakeholders, etc.

VA teachers that are returning are all expected to go through Quality Matters asynchronous training that provides them with the K12 Rubric for Online Courses. This is also coupled with training for continuous professional growth and evaluation through the National Standards for Quality for Online Teaching that is blended with the Charlotte Danielson framework.

Additionally, there is summer training that addresses disciplinary literacy, more in-depth training on IEP/504/LEP support in an online environment, and a UDL course for VA teachers launching this summer. There is also embedded PD throughout the year through book studies (innovation focused), WhatIF Fridays (intervention focused), and action research all led by our teacher leaders (Collaborative Team Leaders, Innovation Team Leaders, and Intervention Team Leaders).

VA also uses an Instructional Model for Online Learning as a guide for PD both in small amounts and for longer PD sessions. They also have a #VAEdCamp when they return for PD in August. This is one day set aside for teachers to present based on proposals of innovative things they are doing in their practice that was submitted in the spring. It can be tool-based, instructional-based, or other.

Searcy's District Point of contact and virtual learning facilitators will

receive training for the Pearson Connexus platform in addition to the 36 hours of Professional Development required for all of Searcy teachers each year. All of their professional development offerings are approved by the Arkansas Department of Education. Additional continuous learning requirements for certification are generally met through graduate level course work and/or

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additional external training opportunities.

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?

Pearson will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Pearson will provide instructional and digital content support for point-in-time support for all teachers. Pearson will provide professional development to aid personnel as they provide instruction to the students.

Students in grades 9-12 utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers are given 200 minutes per week of preparatory time. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

The district provides a minimum of 200 minutes of scheduled planning time each week and the opportunity to participate in Professional Learning Communities (PLC). District staff members providing instruction support services to ESL, GT, dyslexia services and Special Education students will have a designated time to service those students to best meet their needs.

District Supports

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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.

Searcy School District does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, age, or disability in any of its policies, practices or procedures.

The district will use the following measures to ensure equitable access:
● The budgeting and use of state and federal funds to provide equitable access to educational
services
● Equal access to technology devices and support in connectivity
All students will be assigned a district Chromebook device that is CIPA compliant. Virtual students who do not have reliable internet service can apply for a district-issued CIPA compliant hotspot. Wi-Fi will be available on each campus in posted areas (Network Nooks). Access to district provided technology assistance should a need arise.
● Coordination with district support service programs, including Special Education, 504, ESL, and GT

Pearson will communicate with the District's Point of Contact as student needs are identified. The district PoC will immediately (within 24 hours) identify and communicate with the appropriate liaison to address the student needs.

*Homeless liaison - Christine Harrell, harrellc@searcyschools.org
*Migrant Coordinator - Dr. Sheena Williamson, swilliamson@searcyschools.org
*Appropriate school counselor
*Appropriate school nurse
*Parent Center Coordinator - Betsy Bailey, bbailey@searcyschools.org
*ESL Coordinator - Susan Gooch, Student Services Facilitator, goochs@searcyschools.org
*Military Student liaison - Susan Gooch, Student Services Facilitator, goochs@searcyschools.org

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.

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All virtual students will be required to do statewide summative and school/district required testing at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis by Pearson personnel.

Testing that will occur on site includes but is not limited to:
*Dyslexia Screening
*ACT Aspire Summative - typically April/May
*ACT, given to all students in grade 11 during the spring semester
*PSAT for all 10th grade students during the fall semester
*Arkansas Civics Assessment, administered to all students one time during a student's 10th, 11th, or 12th grade year. Testing is completed in one day.
*AP Assessments - typically in May
*English Language Proficiency Assessment (ELPA)
*SEAS Bridge Assessments and psychological assessments for special needs students
*GT Screenings

Parents will be notified of the onsite testing requirement:
● during initial enrollment in the Rubric for Considering Virtual Learning and the Virtual Learning Contract
● within the Virtual Learning Handbook
● in Virtual Learning Updates leading up to each test administration
● via district communication for all students leading up to each test administration.
*Parents who do not wish to bring their students onsite to test will first be contacted by the testing coordinator. The coordinator will outline the safety protocols that are being implemented to ensure student safety during testing. Those safety protocols include testing in a large, open area such as an auditorium, adequately spaced tables at least six feet apart, seating charts, encouraging students and staff to wear masks, and disinfecting tables and equipment between testing sessions. Bathroom breaks will be taken before testing in small groups to maintain social distancing. Cohort groups will be tested separately at morning and afternoon sessions to also allow for adequate social distancing. Parents will be allowed to visit the testing site upon request. Parents who still do not wish to bring their students for onsite testing will be referred to the building principal. If a parent refuses to bring their student to testing they will not be allowed to participate in the district's digital learning program the following school year.

The district will utilize DESE guidelines when testing virtual students, which includes:
● testing virtual students as a separate cohort from their grade-level group
● organizing small group virtual testing rooms to accommodate

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the need for additional social distancing.

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.

Pearson will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. Pearson will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

Students in grades 9-12 taking courses through Virtual Arkansas will have access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

In order to monitor and evaluate the effectiveness of the virtual learning program, the district will:
*conduct student learning surveys in the fourth week of the program to determine student support needs and survey to reassess those needs at mid-year and in the spring,
*survey parents after each orientation session to determine immediate needs and develop supportive response,
*virtual learning facilitators will monitor engagement and progress weekly for each student,
*quarterly checks with student and parents will occur to determine needs, additional supports, and celebrate successes,
*analyze student data of course progress and interim and summative testing data to determine instructional effectiveness.

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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

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the district will support parents/students with digital tools and resources)

Family feedback and input was a key component in the development of the Searcy School District Digital Learning Plan. Throughout the 2020-2021 school year, parents participated in surveys and forums to guide the process.

Communication of virtual school activities, student support options, and daily events are shared by the administrators via email, phone calls/text messages, social media, and videos linked in many of these formats. Videos to teach parents nuances about access, lessons, and student monitoring are used profusely to equip parents as partners in the education of their children.

A student and parent/guardian orientation for virtual learning will be held before the start of school. During this orientation we will once again review information contained in the Lions Online Virtual Academy Handbook to ensure understanding and expectations, issue Chromebooks, hotspots if needed, share student and parent/guardian login information, and provide training on how to use the LMS platforms for the courses in which they are enrolled.

Through the Parent/Observer role in the Pearson platform, K-12 parents/caretakers can view any and all student/teacher interaction in a read- only capacity. Parents have access to the student's gradebook, coursework, and any announcements and communication from the district or teachers.

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide- https://www.virtualarkansas.org/293342_2.

The Searcy School District's Technology Department is available for support to students and families during school hours via email and follow up phone calls if necessary. The

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technology staff is also able to access district-owned student devices remotely to troubleshoot.

The student's virtual learning facilitator will be able to provide some additional support for students and families as the need arises when they are providing support and checking in with Searcy students.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	Searcy School District's current waivers were reviewed and approved by the boa
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	Providing digital learning options for our students has been a top priority since M

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Please provide a link (URL) to the attendance policy for digital learning students.	Attendance for full-time virtual students is based on utilization of the courseware
Please provide a link (URL) to the discipline policy for digital learning students.	All students learning virtually are considered to be on school grounds when part
Please provide a link (URL) to the grading policy for digital learning students.	Virtual students will follow the traditional grading policy that can be found in the