Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Brinkley School District (4801000)

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 #:	4801000
Superintendent:	Brenda Poole
Email:	bpoole@btigers.org
Phone:	(870) 734-5000 Ext. 5193
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
4801001 - C.B. Partee Elementary School	K-6	Asynchronous Synchronous	Blended (Hybrid)	LMS CMS
4801003 - Brinkley High School	7-12	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 do plan to use this waiver. Our attendance for virtual and onsite students will be expected to follow Brinkley School District's attendance policy. Brinkley School District (BSD) will be applying for this waiver. Attendance will be monitored by daily log-in by the virtual students along with work completed to show engagement.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Teachers of record for virtual students will follow DESE's rules for class size. Brinkley School District (BSD) will not be applying for this waiver.
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	Teaching loads for virtual classes will follow DESE's rules for teaching load. Brinkley School District (BSD) will not be applying for this waiver.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Due to the nature of a virtual mode of instruction, a six-hour instructional day waiver will be requested. With a blended approach, some days will be off-site and will have the need for flexible scheduling
Clock Hours	1-A.2			The Tiger Virtual Academy will work to complete mastery of standards during the required 60 hours of seat time. Brinkley School District will be applying for this waiver. Due to the nature of a virtual model of instruction, the required clock hours waiver will be required. With a blended approach, some days will be off-site and will have the need for flexible times.
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)	Tiger Virtual Academy will need the waiver for K-6th grade recess. During instructional time suggested physical activity and brain breaks will be offered to the students. The waiver will not be requested for grades 7th-12th grade.

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.

Students will have a blended approach to interaction and delivery.

Students participating in the Tiger Virtual Academy in grades K-6 and 7-12 will interact synchronously and asynchronously in a blended approach with the digital content and teacher-led instruction. Teachers and students at times will be engaged in teaching and learning at different times and different locations (anytime, anywhere) through educational and instructional technology. The Brinkley School District Tiger Academy Teachers will provide the needed instruction in the area of the Science of Reading and other best practices for the needs of the students. These teachers will be on-site BSD teachers. Students will be engaged in self-paced learning through Edgenuity, which is a standards-aligned digital curriculum that provides instruction and support.

Teachers will connect with students through live Zooms or Google Meets at least twice weekly and students are encouraged to come to the school during scheduled office hours for additional support. The teachers will be available to the students for academics along with social and emotional support daily. If the student is not experiencing academic success or a need arises in any other area, it will be required for the student to change off-site status to on-site status. Student engagement will be the expectation.

Students will be expected to log in daily for attendance with scheduled, synchronous meetings with their assigned teacher in the Tiger Virtual Academy. Students in Grades K-2 will be expected to log in daily for synchronous reading instruction and other courses. Students in grades 3-6 will log in at a minimum of three times a week for reading instruction and other courses.

There will be rigorous requirements including a contract for Pre AP/AP in order to identify students eligible for the Tiger Virtual Academy. The decision for entrance and continuation in the Tiger Virtual Academy will be made based on the individual need of the student.

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.

The delivery approach in our virtual academy will be a blended approach. All reading instruction in grades K-6 will require students to log in during reading instruction to ensure that the Science of Reading requirements are met. Students will be required to come on campus for any state-required testing, local interim assessments, health screening, and instructional support. Some students will come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, baseball, basketball, cheerleading, volleyball, track, and football. For CTE Courses, a blended approach will be utilized. At times, the CTE students will be required to come to campus to complete projects and participate in skills-based performance instruction. Additionally, some of our CTE courses are offered through East Arkansas Community College (EACC); this option will be available to virtual students. Students that utilize EACC will be required to follow the guidelines set forth by this institution of higher education. Also, students will have the option to zoom into the regularly scheduled classes daily or utilize Edgenuity for all core courses.

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.

Each student is assigned a homeroom teacher that will serve dual roles. Instruction will be synchronous and asynchronous with course schedules given to students and parents at a beginning of the year orientation along with scheduled support meetings throughout the year. The teacher's role is to support the student with their online education in the Tiger Virtual Learning Program and in-person support as the need arises for individual students. This includes monitoring student progress, attendance, and engagement as well as making recommendations for student intervention and enrichment when necessary. A district-hired social and emotional learning loss support personnel will also be available to assist teachers and students to monitor attendance and work completion. This personnel will be available to provide supports for the overall social and emotional well-being of the Brinkley School District's virtual students. Technology opportunities will be utilized to provide engagement to the learners. All students will have access to a computer, iPad, or Chromebook with a camera and microphone provided by Brinkley School District with technology support.

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

Each eligible student in grades K-6 and 7-12th will be assigned a Tiger Virtual Academy teacher. The teacher's role is to support the student with their online education in the Tiger Virtual Academy. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary. Specifications include the following: Teachers will establish office hours for virtual students to receive assistance and to communicate academically and/or discuss any areas of concern. Students will be required to log in daily, which can be monitored through the Edgenuity software or Goggle Classroom. If the child is struggling and does not log in for office hours, the parent will be contacted with documentation kept and a meeting to determine the student's continuation in the virtual program. A committee decision will be made to decide if the student should remain as a virtual student. Students in Grades K-2 will be expected to log in daily for synchronous reading instruction and other subjects. Students in grades 3-6 will log in at a minimum of three times a week for reading instruction and other subjects.

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?

Teachers of record for virtual students will follow DESE's rules for class size. Brinkley School District (BSD) will not be applying for this waiver.

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?

Teaching loads for virtual classes will follow DESE's rules for teaching load. Brinkley School District (BSD) will not be applying for this waiver.

Technology / Platforms

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

Teachers will facilitate learning utilizing the Edgenuity learning management system in conjunction with Google Classroom. Students will also have access to Renaissance Learning digital books. Teachers will have access to DESE Digital Learning Webpage to access the digital curriculum to enhance instructional content for digital, remote, and blended learning content- https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12. Training for platform users will be provided to students and parents in partnership with the technology department and the teachers. Edgenuity is a prescribed content and courses that are aligned with the Arkansas State Standards with tutorials for assistance to the students. The teacher will monitor Edgenuity along with the following Brinkley School Districts' curriculum guides to ensure the teaching and learning of the expected standards.

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.

In addition to direct instruction, teachers will facilitate learning utilizing content from Edgenuity in K-12th grades. Virtual Arkansas and East Arkansas Community College will also be an option to provide the needed courses. Courseware curriculum is grounded in research and aligned to state standards. Courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Digital content will be available to supplement instruction and can be found at DESE Digital Learning Webpage (https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12. High school students will have the option to take courses through Virtual Arkansas and EACC. Training for the usage of the platform and devices will be provided to the teachers, students, and parents.

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.

During the teachers' office hours, they will use Zoom video communication software or Google Meet to communicate with students. Software is included on the teacher and student devices provided by the district. Teachers will also use Screencastify to upload instructional videos to Google Classroom. Screencastify is a digital tool for video teachers to provide lessons to virtual students. All students will have access to a computer, iPad, or Chromebook with a camera and microphone along with the training and programs to meet the needs of the video communication. Screencastify is a digital tool to video teachers to provide lessons to virtual students.

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.

Student and Family Support:

The district provides an iPad, Chromebook to all students participating in the Tiger Virtual Academy. Students with limited or no connectivity will be provided a district-owned hotspot. 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. Children's Internet Protection Act (CIPA) | Federal Communications Commission (fcc.gov) Go Guardian is a digital tool that will provide monitoring for the safety and engagement of the virtual students. The BSD Technology Department is available for support to students and families during school hours via phone or email. The technology department will be available for troubleshooting during school hours. Parents and students will also be invited to participate in training on how to use the devices and navigate course content in the digital programs.

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.

To ensure that families are prepared for the blended learning from home, the Brinkley School District will require every virtual student and parent or guardian to attend a program entrance orientation. During this event parents/guardians will be instructed in grade reporting, strategies for monitoring student progress, and important academic and social-emotional milestones at each grade level. The district will make every effort to offer parents in unique situations alternative meeting arrangements utilizing our social worker and other district resources.

Wellness and safety checks will be done in real-time as the teacher will be virtually interacting and engaging the students as well as monitoring the students. The monitoring checks will be done also in a more structured process on a weekly basis through video conferencing and/or phone conferencing by the teacher, social worker, social and emotional learning loss specialist, school counselor, or outside therapist as situations and/or circumstances occur. The District will provide meals to virtual students.

The school counselor and social and emotional specialist will have designated office hours available for virtual students and parents to discuss academics and any physical, social, and emotional issues that the students may have experienced. The counselor will provide a weekly report to the principal. The virtual students will be placed in the counselor's rotation schedule.

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.

The teachers will report on the progress of students weekly to the principal. Each interim (Every 4 Weeks), student progress will be assessed and a determination will be made whether the student should remain a virtual student, receive TIER II interventions, or need any additional support to assist the student in being successful in the virtual academy. Additional support such as virtual tutoring, home visits, and calls from teachers to parents and students. All data points such as attendance, mental and physical well-being, along with academics, will be used to determine the best course of action for a student's individual needs. Students that are virtual will be expected to come on-site to take the formative assessments given by the district, every 10-15 days. A plan will also be developed to monitor advanced students.

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

Students will have the opportunity to communicate with their teacher during the teacher's office hours. During TIER I time, teachers will provide live mini-lessons and recorded lessons and communication concerning expectations for the week. TIER II support will include break room tutoring, small group activities, and on-site small group or one-on-one support. Virtual students can schedule a time to come onsite for instructional support.

TIER II interventions will be provided by the designated interventionists and monitored by the classroom teacher, MCL, and instructional facilitator. The student support personnel will also monitor students' progress as an additional layer of support and report findings to district and school administrators.

Formative assessment data, grades, attendance, and other data points will be used to determine student progress in a virtual setting.

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

Currently, the District has a ten-day formative assessment process using USA Test Prep. The teachers will use the current formative assessment plan in place which is embedded in the district's curriculum. The curriculum documents are aligned with state standards. During the PLC process, teachers will review formative assessment data to determine the next instructional steps based on students' individual needs. Students will be administered the formative assessments onsite.

Instructional support will be provided by the Instructional Facilitator and TIER II interventionists.

The use of Go Guardian helps teachers to be more adept at monitoring and supporting individual students' safety computer use, any distractions, and to monitor their work habits/engagement.

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

Universal and Level 1 screenings are done virtually and in-person based on the procedure of the assessment and the individual need of the student or family. assessment, and the request of the parent. Level II screeners will be completed in person. A state-approved dyslexia program (Susan Barton) is implemented and services are provided based on the program recommendations. Virtual students' interventions are scheduled based on the amount of support needed. Designated Dyslexia Interventionists and along with other interventionists will use a virtual platform to deliver instruction and provide supplemental materials.

Great Rivers Educational Service Cooperative's Dyslexia Specialist provides support to school specialists and assists with building capacity. The District will ensure that all Dyslexia law requirements will be followed.

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

Identification- Referral forms will be online or in-person, but testing will have to be face-to-face or at an agreed-upon location (community center/church) where a licensed GT teacher can assess using two subjective and two objective instruments.

Students in grades K-2 will receive (whole group enrichment) virtual synchronous learning with a Gifted and Talented certified teacher at least 30 minutes a week. They will also receive asynchronous lessons that they can discuss with the GT teacher during a certain time or their homeroom teacher. The Brinkley School District will ensure that the GT Program Approval Standards will be followed for virtual students.

Students in grades 3-6 will receive virtual synchronous learning with a Gifted and Talented certified teacher for at least 150 minutes a week.

Students in grades 7-12 will receive virtual learning through a Collegeboard certified or ATP (Additional Training Plan) waivered teacher. At least one Pre-AP class will be offered per grade (7-10) and at least one core (math, social science, English, science) Advanced Placement class will be offered.

There will not be a separate orientation, AP classes will be discussed during the same orientation. The compact/contract that the parents and students sign for the Tiger Virtual Academy will include the information about AP and Pre-AP classes.

Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.
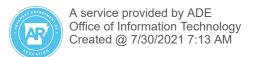
For ESOl/ESL students, the district will continue to provide equitable and meaningful access to content instruction through academic language development, delivered by a collaborative and targeted service model at the elementary level and the secondary level. At this time Brinkley School District does not have ESL students enrolled. In the event, an ESL student(s) enrolls, Brinkley School District will ensure LPAC requirements will be met.

The goals to provide supports and services to ESOL/ESL students are to:

1)	Provide ongoing one-on-one check-ins to address language-specific questions or concerns regarding digital learning progress as needed,

2)	Provide academic language development through a collaborative teaching model that embeds language within content or subject, and

3)	Provide ongoing language-specific, one-on-one support to ESOL/ESL virtual students to ensure individual mastery of grade-level content.	In order to meet these goals, teachers will:

All language screeners and assessments (ELPA21) will be given face-to-face according to the rules governing English Language Learner

*All teachers have received basic reading and writing strategies training provided by the District on teaching ESOL/ESL students.

 1)	Collaborate weekly with classroom/subject (content) area teachers to differentiate instruction (virtually via Zoom or Google Hangout). This could include, but is not limited to:

a)	Plan the instruction to include language development opportunities

b)	Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos)

c)	Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.

d)	Supporting daily oral language practice opportunities

2)	Engage students through one-on-one conversations at least 3 times each week-30 minutes a day to support their classroom learning needs targeted at their language proficiency level (using a virtual collaboration platform such as Google Meets/Zoom)

3)	Develop further instruction, resources, and/or materials for students on an as-needed basis

4)	Collect evidence of student mastery or growth toward mastery of specific academic language needs bi-quarterly

In order to meet these goals, teachers will:

1)	Provide academic language instruction, differentiated for language level, in an English language development course.

2)	Promote oral language production weekly through structured activities

3)	Differentiate instruction for subjects (virtually via Zoom or Google Hangout). This could include, but is not limited to:

a)	The delivered instruction includes language development opportunities

b)	Create language-specific mini-lessons that support the content learning that will be included in the instruction given by the virtual teacher (videos/language development software programs)

c)	Provide instructional modifications, such as visual supports, specific academic language, background building, etc.

d)	Supporting daily oral language practice opportunities

d) Supporting daily oral language practice opportunities

4) Engage students through one-on-one check-ins weekly

5) Be available to students daily to address any immediate needs via the classroom platform communication tool

6) Develop further instruction, resources, and/or materials for students on an as-needed basis

7) Collect evidence of student mastery or growth toward mastery of specific academic language needs

8) Contact parent and ESOL/ESL Coordinator when there is evidence a student is struggling to engage in online learning for that course/subject/grade level.

9) On-going communication with the parent through Remind, text, email, written correspondence translated as needed.

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 services and supports will be provided using the learning management system (Google Classroom). When appropriate, supplemental programs (Mindplay, IXL, Renaissance, Moby Max, System 44, Readworks, Edgenuity, etc.) are used paired with individualized instructions in breakout sessions. Occupational therapy, physical therapy, and speech therapy services and supports are provided using a virtual platform by district contracted personnel, and a skill bag for each type of service received is provided to students for home use. Evaluations will be administered in person. Conferences will be held in person, by phone, or using a virtual platform at the request of the parent or committee consensus. The students will also have onsite assistance to receive additional support. Special education will be provided to virtual students based on IDEA's rules and regulations as well as following the student's IEP.

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.

All students are provided with an iPad with access to a content management system based on the grade level and student proficiency with technology. Teachers have access to universal tools such as calculators, note-taking, highlighting tools, text to speech, and digital libraries such as Renaissance and supplemental videos through Edgenuity. Teachers across the district have been provided with the following training:

Technology
1. Google Classroom and other Google Apps
2. Digital Tools
3. Screencasitfy
4. Virtual Strategies
5. Edgenuity
6. Document Camera
7. 360 Cameras

Teacher Supports

Describe district and school supports to provide

on-going digital content and instructional supports for teachers.

All students are provided with an iPad with access to a content management system based on the grade level and student proficiency with technology. Teachers have access to universal tools such as calculators, note-taking, highlighting tools, text to speech, and digital libraries such as Renaissance and supplemental videos through Edgenuity. Great Rivers Educational Service Cooperative (GRESC) specialist will be available to support teachers as well as the DESE Digital Learning Webpage for digital curriculum to support remote, blended, and virtual -learning(https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12.

Teachers across the district have been provided with the following training:

Technology
1. Google Classroom and other Google Apps
2. Digital Tools
3. Screencasitfy
4. Virtual Strategies
5. Edgenuity
6. Using the document camera and recording the lesson step-by-step.

 Instructional - by the District's Administrative Team, Making Teachers Great Consultant, Dr. Melina McCullough, Dr. Diann Gathright, Great Rivers Education Cooperative's Specialist will be available to provide support to teachers on delivering quality instruction in a virtual and blended learning environment. Teachers also has access to DESE Digital Learning Webpage (https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12 for digital curricular content to support blended, virtual, and remote instruction.
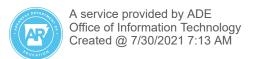
1. Reading and writing Instructional Strategies Training (District-Wide)

2. Virtual Strategies Best Practices Look Fors for Administrators (On-site with principals)
3. On-going Technology support for teachers every Monday.
4. Leadership coaching for Building Administrators

Provided training for the staff July- August 2020 (on-going throughout the year and summer). Great Rivers COOP and Teacher Leaders
1. Setting up Google Classroom/Google Meet Classes.
2. Blended Learning
3. Zoom Account set up
4. Introduction and usage of online instructional components such as Edgenuity, USA Test Prep, Buzz Learning, etc.
5. Production of instructional videos for students-Screencastify.
6. Parent Communication Apps

The district and schools have provided ongoing job-embedded professional development focused on digital content and instructional supports. Including but not limited to:
● Great Rivers Education Service Cooperative and Making Teachers Great

- Great Rivers Education Service Cooperative and Making Teachers Great Consultant will provide supports in professional development in various areas
- the district technology technician and teachers proficient in technology use has and will provide professional development to teachers on needed technology topics,
- Technology training:
7. Google Classroom
8. Digital Tools
9. Online Learning
10. Virtual Strategies
11. Edgenuity

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 use planning time daily to develop lessons for onsite and virtual students. Additionally, every Wednesday on early release days, teachers will collaboratively plan with content teams from 2:30-3:30. Office hours established by the teachers to interact with students, monitor student progress, provide intervention, will be given to parents and students and posted on the website. See MY School Info Page for seat time waiver in place at Brinkley School District. https://myschoolinfo.arkansas.gov/Schools/Detail/4801001?FY=31# (c.B. Partee) https://myschoolinfo.arkansas.gov/Schools/Detail/4801003?FY=31# (Brinkley High School)

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.	BSD does not discriminate against any student or parent on the basis of race, color, sex, nationality, or disability in any of the policies, practices, or procedures. The application process will be solely based on equitable criteria and all decisions of entry into the virtual academy will be criteria-based. The District's social worker/ homeless liaison will ensure that students have what they need to be successful including ongoing communication with parents to determine food security, hygiene supplies, access to guidance, and mental health counseling ● Coordination with district support service programs, including Special Education, Gifted and Talented, 504, ESL, and the homeless liaison ● Equal access to technology devices and support in connectivity, such as providing MiFi devices, internet services, and IPads or Chromebooks. All students will have access to onsite instructional support and TIER II intervention, Special Education, 504, Dyslexia services, which is built into this plan.
All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.	All virtual students will meet testing requirements on-site. Students will also continue to come onsite for interim and formative assessments. Transportation will be provided. Various communication platforms will be used such as phone blast, Facebook, reminder app, personal phone calls to communicate with parents. Discussion of this requirement will be communicated at the beginning of the year parent orientation.
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.	In order to monitor and evaluate the effectiveness of the virtual learning program, the district will: ● conduct student learning surveys quarterly of the program to determine student support needs and survey to reassess those needs at interim to determine needed interventions, behavior support, social-emotional support, and academic support ● survey parents quarterly to determine immediate needs and develop supportive plans ● analyze all student data for adequate academic progress through attendance records, classroom grades, STAR Testing, Renaissance Testing, formative assessment cycle, and interim assessments, and diagnostic testing ● conduct virtual teacher surveys Upon completion of each survey, data will be examined by the district leadership team to determine modifications and program changes.

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)	Orientation will be provided for parents and students before school begins and multiple training sessions will be provided throughout the school year. Family orientation was a key component in the development of the BSD Digital Learning Plan. During the 2020-21 school year, we conducted multiple parent digital training sessions and will continue this practice during the 2021-22 school year. This was successful when pivoting to digital in 2020-21 and we will continue this process of family engagement. Parent Digital Training Sessions will be posted on the district's website along with phone blasts and the schools' Facebook page. To access the Parent Digital Training Sessions go to the district's Ready to Learn Plan on the website at https://5il.co/rvbl and click on Calendar- Teachers and Parents will communicate throughout the process. Parents will have access to the student's Eschool information to monitor their student's progress and will utilize the Remind App to communicate in addition to traditional communication such as phone calls, emails, letters, and in-person conferences. Paarents can schedule a parent conference with teachers during virtual office hours on come onsite.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://5il.co/w9h6
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/forms/d/1zqdwj0puLM2Yr2TUdAj_X_QFklsbqlN86spKr5

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://5il.co/rv8p. Victual stduents will be expected to follow the same attendan
Please provide a link (URL) to the discipline policy for digital learning students.	https://5il.co/rv8p. Virtual students will be expected to follow the same discipline
Please provide a link (URL) to the grading policy for digital learning students.	https://5il.co/rv8p. Virtual students will be expected to follow the same grading p

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