



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Caddo Hills School District (4901000)

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 #:** 4901000  
**Superintendent:** Deric Owens  
**Email:** dowens@caddohills.org  
**Phone:** (870) 356-5700  
**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
4901001 - Caddo Hills Elementary School	K-6 full curriculum	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



## Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Attendance</b>			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment. In order to monitor student attendance in the Caddo Hills Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software.</p> <p>District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.</p> <p>Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create a personalized student success plan. Meetings whether virtual or in person will be held with the parents and students when problems arise in the attendance category.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are not requesting additional waivers for class size. The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms.</p> <p>The Virtual Teacher 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: <a href="https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf">https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf</a> , and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load: <a href="http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf">http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</a></p>



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.
<p><b>Teaching Load</b> Number of students:  25</p> <p>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.</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>We are not requesting additional waivers for the teaching load.</p> <p>Virtual Teachers provide 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: <a href="https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf">https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf</a>, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load</p> <p><a href="http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf">http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf</a></p>
<p><b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>We are requesting the waiver. Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Students in grades 7-12 may not need 120 clock hours to master course content since they will have flexibility of time, place, pathway, and pace.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.

## Digital Model

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

### Interaction / Delivery

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



The Caddo Hills School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our Caddo Hills K-6 virtual option. ARESC will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the Connection Coach:

[https://docs.google.com/document/d/1-](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

[RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

that will serve as the liaison for virtual families, ARESC, and the District. The District will work hand-in-hand with ARESC to serve the needs of every virtual student. The district Connections Coach is Erica Johnson, [ejohnson@caddohills.org](mailto:ejohnson@caddohills.org).

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers: [https://docs.google.com/document/d/1lpvdA-KJQzyuVlJk4B\\_7Qle9Rp7kt-oB96kJusr8hvM/edit?usp=sharing](https://docs.google.com/document/d/1lpvdA-KJQzyuVlJk4B_7Qle9Rp7kt-oB96kJusr8hvM/edit?usp=sharing) and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals:

[https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVlfq\\_A2AN3ER3UIYfE/edit?usp=sharing](https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVlfq_A2AN3ER3UIYfE/edit?usp=sharing) will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of K-2 R.I.S.E, virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as: phoneme awareness, decoding, and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged) 2) Yellow (has fallen below the threshold in





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pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the Virtual Campus Coordinator:

<https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing> and the District Connection Coach:

[https://docs.google.com/document/d/1-](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

[RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing](https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing)

On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities
- Math quest
- Grasping phenomenal science
- Virtual office hours for support



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virtual office hours for support

Educational games

Interactive online quizzes

All students are expected to participate daily in their courses on scheduled school days and to maintain passing grades. Attendance and participation will be measure through daily student engagement. The district and ARESA will work with student and parents to ensure engagement is appropriate and reasonable. With assistance for the teachers, student are expected to attend the minimum two synchronous sessions daily. Students are expected to attend additional sessions based on individual student needs.

The district Connections Coach will monitor student login times, student work submissions and student grades, which will be done on a daily basis. Regular progress monitoring is a necessity in order to catch inadequacies early.

Expectations for number of submissions, login times, length of assignments, etc. will be differentiated based on the various grade ban each individual student falls within. In other words there is not a set number of submissions and login time all grade levels from K through the 6th grade must attain. Each will be grade specific.



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.

As a member of the ARESC K-6 Virtual Academy Consortium, the Caddo Hills School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.

Caddo Hills K-6 Virtual Academy students will have access to the following On-Site/Face-to-Face Events List

- Parent Teacher Conferences
- Use of the Library Media Center(scheduled times for less contact)
- Use of the parent center
- SEL Counseling Services
- OT/PT/Speech Services
- Academic/Behavior Award Ceremonies
- Extra Curricular Activities (if we can provide ways for less contact)
- Field Trips (parent would provide transportation)

The district wishes to keep the virtual students as connected to our campus as feasibly possible within the restraints of parents wishes. Students need social interaction even if it is modified through social distancing/mask wearing. SEL is becoming more of an issue with students who are kept away from regular social interaction with their peers. Therefore the district wishes to eliminate this if possible through connection with our virtual students.

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.

As a member of the ARESC K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.



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

During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely. Virtual Teachers will also have office hours where students may receive additional support or ask questions.

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?

We are not requesting additional waivers for class size. The Virtual Teacher 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.

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?

We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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.

## Technology / Platforms



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

The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.

The learning management system will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pace, target, or engagement). Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.

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.



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Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide point-in-time resources and support. The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education Service Cooperative Content Specialists, and the Virtual Campus Coordinator. Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.



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.

Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support.

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.

The district will provide each student with a laptop and charger in order to perform all educational tasks. Should connectivity be an issue, the district will provide a temporary hot spot in order for there not to be an interruption of educational services until service can be restored. If the family cannot afford connectivity, the district will provide a hot spot for the long term use. The district will also communicate with families a list of community partners that provide free wifi services near their locations.

## 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.



Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.

District Wellness Plan link:

[https://s3.amazonaws.com/scschoolfiles/1271/2020-2021\\_wellness\\_plan.pdf](https://s3.amazonaws.com/scschoolfiles/1271/2020-2021_wellness_plan.pdf)

Food Security: The district will encourage all participants in our Caddo Hills K-6 Virtual Academy to participate in our food service program. They will each be given contact information of our food service director, Melissa Lybrand, [mlybrand@caddohills.org](mailto:mlybrand@caddohills.org) in order to contact a district representative for food orders and deliveries. All food orders are available for pickup daily from our cafeteria immediately following the breakfast and lunch serving times. Breakfast available at 8:15 and lunch will be available at 11:50.

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.





Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.

Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.

Reports on student progress and engagement is a regular process when partnered with ARES for the K-6 virtual option. The district liaison, Erica Johnson, and principal, Deborah Stephens will be receiving the reports and diagnosing whether the students are making the progress we require both academically and level of engagement.

When parent communication is necessary, we will initiate contact with the parent to set up a zoom, google meet or an in person meeting to address the discrepancies of the student performance. A plan of action will be written up with expectations for all parties involved.

Interventions with the student struggling to engage will be addressed first with phone calls to the parents, move to one on one conferences with the student via zoom or google meet and lastly would resort to an onsite meeting to rectify and eliminate the barriers for student engagement. Regular counseling sessions provided by our school counselor or our on-site school based counselor would become a part of the process should engagement issues not be eliminated.



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

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one. Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.

Virtual Teachers will have additional support and resources through the SIT team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State. If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will work together to coordinate these services and supports.

The district Connections Coach, Erica Johnson, will collaborate with ARES to offer additional Tier 2 and Tier 3 supports for students as needed both off campus through a virtual platform as well as on campus in a small group environment.



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

Virtual Teachers will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Virtual Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents. Additionally, the Caddo Hills School District uses iStation for formative assessment for all students. The district will continue to progress monitor students with on-site assessments periodically to ensure adequate academic progress and offer support as needed. The periodic rate of assessment schedule will mimic the schedule for onsite instructional students.

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



The district will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.

3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. 3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring.

District will communicate with parents of virtual students within the same timeline as communication for onsite instructional students. When level II screening show the need for intervention the parent will be notified and



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screening show the need for intervention, the parent will be notified and discussion of how to correct the deficiency will commence. Progress of students in the virtual academy will be relayed to their parents at the exact same rate as onsite parents.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.

District interventionists will deliver Tier II and III interventions.

Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the RTI process. The Virtual Teacher will monitor how the student is doing on grade level work. This will be communicated with the interventionist. District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the Level II.

Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports

are sent out. These meetings may be more frequent depending on the needs and progress of the student.

Interventionists be dedicated to primarily remote instruction when applicable but onsite instruction from district interventionists may be necessary depending on the result of intervention.

Virtual students who need intervention will receive the same schedule of intervention as an onsite instruction student.

The dyslexia interventionists will utilize googe meet, seesaw and googleclassroom for intervening with virtual students.

The dyslexia program offers digital content (word lists, sentences, passages, reading pages, teacher tools, student manipulatives...) that will be critical for interventionist(s) and students through use of Istation, Phonics First and Heggerty. Sondag Systems are utilized some as well but not to the extent of the other two.

Professional development for virtual delivery will be given to staff members who are not skilled at delivering dyslexia instruction via LMS. This training will



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who are not skilled at delivering dyslexia instruction via LMS. This training will be provided by our inhouse team of skilled professionals who utilize these platforms daily.

Student Expectations - Attendance with interventionists will be monitored by building staff. When two to three sessions are missed, a call will go to the parents to insure the next sessions are completed.

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.

Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher’s notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.

Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions. All equipment and resources needed to provide services to virtual students will be provided by the District.

All dyslexia law requirements will be met for on-site and virtual learners.

Link to District Dyslexia Program:

[https://docs.google.com/document/d/10nC\\_RU63u6dbAOMWZ35dMtKUaH8fx3RANVBWX2moGQQ/edit?usp=sharing](https://docs.google.com/document/d/10nC_RU63u6dbAOMWZ35dMtKUaH8fx3RANVBWX2moGQQ/edit?usp=sharing)



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



For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

Caddo Hills GT Approval:

<https://drive.google.com/file/d/1Jc2VY5CPvSGU6IFbfnfHVKr0-K0mWO0/view?usp=sharing>

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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. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

During virtual learning, students who have been identified as needing ESOL/ESL support will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

Caddo Hills School District is dedicated to providing a rigorous and relevant education in which all students gain the academic and personal skills needed for lifelong learning and success. It is the ESOL program's overall vision to serve and support our EL students so that they are able to reach fluent English proficiency in speaking, listening, reading and writing. It is also the goal that with these areas of proficiency, EL students will gain the skills needed to be college and career ready.

Caddo Hills School District will work with ESOL /ESL students to ensure that all



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Caddo Hills School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners. ARESC provides accessibility tools to support virtual ESOL/ESL students and will provide the needed accommodations/modifications per the individual LEP. The Caddo Hills School District ESL/ESOL staff will also support qualifying virtual students in accordance with their LPAC through zoom sessions designed to improve language skills in speaking, listening, reading, and writing. Additionally, support would be provided for their parents through communication in their home language that will allow them to be fully engaged in their child's educational process. Program evaluations will be scheduled on-site with the ESL Coordinator, and Students will be scheduled on-site for ELPA 21 testing.

Caddo Hills School District ELL Program and Process:

<https://docs.google.com/document/d/10zpcqHqQQfJMGMjIEJ187JPskc55IDxm4YmRzHzJe0I/edit?usp=sharing>

Caddo Hills School District ELL Plan:

[https://drive.google.com/file/d/1vb-X\\_8WFNLwZ2tJ4KCrK1EhaQP5-f4At/view?usp=sharing](https://drive.google.com/file/d/1vb-X_8WFNLwZ2tJ4KCrK1EhaQP5-f4At/view?usp=sharing)

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



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If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students' IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to IDEA guidelines.

Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (ZOOM), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning



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## Synchronous Learning:

The Caddo Hills School District Special Education Staff in conjunction with District LEA will provide additional support for special education students as determined by the student's IEP committee. When deemed necessary in a student's IEP, Speech, PT & OT will be provided either virtually or on-site based on specific student needs. The district sped team will work directly with the campus Connections Coach to provide any additional services via virtually, on-site, or through home visits for academic, behavioral, and physical supports to ensure progress towards IEP goals are being made or met.



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 Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, speech-to-text transcribers, and pencil-type stylus.

Caddo Hills School District has built capacity within each of the three main school buildings to have staff available to act as teacher-centered instructional digital help providers. When the building designee cannot help resolve the problem, then the team leader for digital instruction will provide solutions to all parties involved and train on how to utilize various digital learning tools.

## Teacher Supports

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



Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process. The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources. Supplemental digital resources will include district, cooperative, and state digital content resources.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need identified, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.

All staff members both certified and classified, including the Connections Coach in grades K-3 are fluently trained in both Phonics First and Heggerty. Virtual teachers have access to these resources at anytime for additional Science of Reading training. The district holds weekly and monthly PLC meetings by grade level and content area. During these meetings, specific student data, specific content information and teaching strategies are discussed and shared. Virtual teachers are encouraged to attend PLC meetings to ensure a strong virtual/on-site learning connection.



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?

Virtual Teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation.

Prior to the start of school, the ARESC K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff.

Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

## 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.



The Board of Directors of the Caddo Hills School District serve an academically, culturally, economically, and racially diverse youth population and are committed to equal access and treatment for all children, employees, and the general public. With respect to this commitment, our operational policy of nondiscrimination guides and governs decision making at all levels. Board policies incorporate the following principles: the Board of Directors and employees shall not discriminate against program youth, parents or guardians of students, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The Board and employees are committed to the provision of equal access in all youth, employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. These policies are established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

The Caddo Hills School District personnel officers monitor, coordinate, and recommend action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district maintains grievance procedures related to equal access for applicants, employees and/or youth and their families alleging discrimination. These procedures are accessible for use by youth, employees, and the general public. The district also offers its staff access to training opportunities for the purpose of increasing effectiveness in recognizing and correcting biased attitudes. Moreover, in accordance with the Americans with Disabilities Act, Caddo Hills School District and its employees are prepared to provide appropriate accommodations so that the all school programming is accessible to youth and staff with disabilities. The Caddo Hills School District will ensure all students k-6 have access to any Caddo Hills educational program for which they are academically eligible. Below you will find the policy pertaining to equal education opportunity for all students.

#### 4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Caddo Hills School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.





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.

Caddo Hills District Test Coordinator, Christy Sanders will be the contact controlling state assessments. The effort to test all students, including virtual students, will be at her timeline and schedule. Parents of virtual students will be required to bring students to be assessed at the scheduled time set forth by the DTC. The students will be accommodated with minimal contact entering and exiting the testing room/facility. All care will be given if providing parents peace of mind that we are eliminating contact with other students and faculty members. The district contact will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments. All parents and students will be informed of the required onsite assessments during orientation. Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator will work with the District Connection Coach to provide daily support and communication. Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.



The K-6 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.

**Teacher Effectiveness:** ARESC Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.

**Curriculum Effectiveness:** The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met.

**Student Achievement:** Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Staff and District Staff.

**Data Sources:** Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services.

**Timeline:** ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.

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Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)



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Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.

The District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.

In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Families will be provided the office hour schedules of Virtual Teachers, District Connection Coach, and Virtual Campus Coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the virtual school community. In partnership with the District Connection Coach, and Virtual Staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e., morning announcements, bulletins from the school.)

One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above, the virtual campus will hold district-specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the Virtual Teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.

Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs.

Teachers will encourage and expect parents and student's voices, choices, and



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teachers will encourage and expect parents and student's voices, choices, and agency. We will build capacity in students and families to effectively engage in digital learning.

Provide the URL to evidence of the local school board's approval of the waiver request(s).

[https://drive.google.com/file/d/1hhDP45\\_ylFPMDDI5lhTbhwahNj6hSCzF/view?u](https://drive.google.com/file/d/1hhDP45_ylFPMDDI5lhTbhwahNj6hSCzF/view?u)

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).

[https://docs.google.com/spreadsheets/d/15Pscapvx1ScHOp-3Rn2v\\_7-xmD4giGc](https://docs.google.com/spreadsheets/d/15Pscapvx1ScHOp-3Rn2v_7-xmD4giGc)

## Policies

Please provide a link (URL) to the attendance policy for digital learning students.

<https://docs.google.com/document/d/1jpYZQiIMcZY0iEuolMfMZ7sMnOnVlvtasSc>

Please provide a link (URL) to the discipline policy for digital learning students.

<https://docs.google.com/document/d/1YvRFpxbeinJ6l4v4mj6lJYRLWnukeCmWv>

Please provide a link (URL) to the grading policy for digital learning students.

[https://docs.google.com/document/d/1D3g3djQleVhg5Q\\_5BfJBmBUclSYLVsWF5](https://docs.google.com/document/d/1D3g3djQleVhg5Q_5BfJBmBUclSYLVsWF5)

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