



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 **Forrest City School District (6201000)**

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 #: 6201000
Superintendent: Tiffany Hardrick
Email: tiffany.hardrick@fcmustangs.net
Phone: (870) 633-1485
Duration Requested (not to exceed five years): 2 Years
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
6201003 - Central Elementary School6201011 - Forrest City High School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
6201010 - Forrest City Jr. High6201016 - Lincoln Academy				CMS
6201014 - Stewart Elementary School				



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	The District will need to utilize this waiver. The Forrest City School District will have a daily scheduled time for teachers and students to meet-- MEACH (Mustangs Engage and Connect at Home). Attendance will be taken during this time.
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. Forrest City School District 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. Forrest City School District 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	The Forrest City School District will have a six hour instructional day with flexible modes of instruction such as small group, large group, independent work, etc. Forrest City School District will be applying for this waiver.
Clock Hours	1-A.2			Due to the nature of the viral mode of instruction, the required clock hours waiver will be requested. However, Forrest City School District will award credit based on mastery as opposed to clock hours.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	The Forrest City School District will request a waiver for K-6th grade virtual students. During instructional time suggested physical activity and brain breaks will be offered to students.

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.

Teachers/MCL will service virtual students in the area of the science of reading for elementary students. Teachers will connect synchronously in order to provide instruction in phonics, phonological awareness, vocabulary, and comprehension. The district will purchase teacher/content from Lincoln Learning. All resources will be used as resources to support student learning especially as it relates to the science of reading content.

SCIENCE OF READING adaptation-- The Forrest City School District will have a daily scheduled time (MEACH) Mustangs Engage and Connect at Home) dedicated to small group instruction in order to effectively meet the need of students and the requirements related to the SOR instruction. We will ensure daily required synchronous instruction for K-2 instruction. This instruction will occur daily.

Students in grades K-12 will interact in a blended approach with the digital content. Students in grades K-12 will interact asynchronously with the digital content. Teachers and students will be engaged in teaching and learning at different times and different locations (anytime, anywhere) through educational and instructional technology. Teachers act as facilitators of learning, rather than providing direct instruction. These teachers will be on-site Forrest City School District teachers. Each student in grades K-12 is assigned a Forrest City virtual teacher. A teacher's role is to support the student with their online education. This includes monitoring student progress, attendance, and engagement in learning and making recommendations for student intervention when necessary. Specifications include the following: Teachers will have office hours from (_3:30- 4:30__) for virtual students to receive assistance and to communicate academically and/or discuss any areas of concerns. If the child does not engage in learning, the parent will be contacted with documentation kept and a meeting to determine the student's continuation in the program. Students engaged in self-paced learning through Lincoln Learning and Virtual Arkansas, which is a standards-aligned digital curriculum that provides instruction, support and test preparation. Students will be expected to login daily via Zoom or Google Meets for attendance with scheduled, synchronous meetings with their assigned teacher in the Forrest City School District. The expectation for teaching and learning will be a blended approach.

All virtual students will participate in regular formative assessments through the use of IReady. Teachers will analyze assessment results during collaborative team times. Teachers will use the adaptive system to assign lessons in areas of identified weakness. Universal and Level 1 screenings are done virtually and in-person based on the procedure of the assessment and individual need of the student or family. Level II screeners will be completed in person. A state-approved dyslexia programmer is implemented and services are provided based on the program recommendations. Virtual students' interventions are scheduled based on the amount of support needed. Support provided will use a virtual platform and in-person to deliver services. Great Rivers Education Service Cooperatives Dyslexia support.

The delivery approach in our virtual option will be virtual (online) remote



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The delivery approach in our virtual option will be virtual (online), remote (distance). Students will come on campus for any state-required testing, health screening, and some types of instructional support. Some students will come on campus to attend AAA competitive activity classes such as but not limited to art, music, and will be allowed to attend on-campus.

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 option will be virtual (online), remote (distance). Students will come on campus for any state-required testing, health screening, and some types of 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. Teachers will provide virtual/online instruction for students who engage the virtual process. Blended instruction via on-line and LMS platforms. Blended Instruction will occur via Lincoln Learning and Virtual Arkansas.
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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 in grades K-12 is assigned a Forrest City virtual teacher. A teacher's role is to support the student with their online education. This includes monitoring student progress, attendance, and engagement in learning and making recommendations for student intervention when necessary. Specifications include the following: Teachers will have office hours from 3:30- 4:30 for virtual students to receive assistance and to communicate academically and/or discuss any areas of concerns. If the child does not engage in learning, the parent will be contacted with documentation kept and a meeting to determine the student's continuation in the program. Teachers will have a scheduled time, daily, to engage MEACH- Mustangs Engage and Connect at Home. This time will be included in the contractual day. However, teachers needing to give additional MEACH services to these students, beyond the contractual day, will be compensated with ESSER funds.

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



Each student is assigned a virtual teacher. The teacher's role is to support the student with their online education. This includes monitoring student progress, attendance, and engagement. As well as making recommendations for student intervention (and enrichment) when necessary. These recommendations will be presented in a blended format depending on the needs of the student. Students will participate in assigned blended courses. Students will be expected to log-in to each assigned course during their assigned blocks of instructional times. Students engage in self-paced learning through Lincoln Learning and Virtual Arkansas, which is a standards-aligned digital curriculum that provides instruction, support and test preparation. Students will be expected to login daily via Zoom or Google Meets for attendance with teachers.

SCIENCE OF READING adaptation-- The Forrest City School District will have a daily scheduled time (MEACH) Mustangs Engage and Connect at Home) dedicated to small group instruction daily in order to effectively meet the need of students and the requirements related to the SOR instruction.

Students are also expected to engage with teachers during MEACH time. When students are not engaged with the teacher, students are expected to engage in flexible modes of instruction such as projects, writing assignments, research assignments and other activities.

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?

Lincoln Learning and Virtual Arkansas will adhere to rules governing this area.

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?

Lincoln Learning and Virtual Arkansas will adhere to rules governing this area.

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 Buzz and Canvas learning management systems in conjunction with Google Classroom, (Zoom or Google Meets). Digital content will be provided through a content management system facilitated by Lincoln Learning and Virtual Arkansas. Students will be provided a chromebook as well as internet boxes (mifi) to ensure connectivity. Teachers will use Google classroom and zoom to conduct daily MEACH (Mustangs Teach and Engage at Home) sessions.

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.

Digital content will be provided through a content management system facilitated by Lincoln Learning(K-6) and Virtual Arkansas (7-12). On-line resources will be made available as needed.

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.

Students will be able to communicate via Google classroom and zoom.

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.

Students will be provided a chromebook as well as internet boxes (mifi) to ensure connectivity.

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.



Student Supports

To ensure that families are prepared for asynchronous learning from home, the Forrest City 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.

TIER II interventions, or need any additional support to assist the student in being successful virtually. Additional support such as virtual tutoring, home visits, calls from teachers to parents and students will be provided. All data points such as attendance, mental and physical wellbeing, 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 assessments given by the district. Virtual students will participate in district assessment administrations of STAR and I-Ready. Students who are identified in need of support will be provided an intervention plan.

TIERED Student Supports

Students will have the opportunity to communicate with their teacher during the teacher's office hours. During TIER I time, teachers will provide asynchronous instruction. TIER II support will include break-out room tutoring, small group activities, and on-site small group or one-on-one support. The student support personnel will also monitor students' progress as an additional layer of support and report findings to the principal and school based intervention teams. Formative assessment such as grades, attendance, and other points of data will be used to determine student progress in a virtual setting.

The teachers will use assessments to monitor student success. During the PLC process, teachers will review assessment data to determine progress of students' individual needs. Additional instructional support will be provided. Specialist provides support to school specialists and assists with building capacity. The Forrest City School District will ensure that all Dyslexia Law requirements will be followed.

Wellness and safety checks will be done in real-time as the teacher virtually interacting and engaging the students. Lunches will be made available to students who are completely remote. Counselors and other assigned individuals will engage on-going monitoring of academic and student engagement of students in the virtual environment. Students who began struggling will be provided the options to engage with counselors and/or intervention activities. Students who continue to struggle will be brought back to in-person Instruction. Community partnership activities will be made available to students. In addition, during MEACH daily scheduled sessions, teachers will take attendance, provide instruction, and assess the safety and well being of the students. If an individual case arises, the teacher will



well-being of the students. If an individual case arises, the teacher will collaborate and they will take the necessary action steps to ensure safety of the student.

Intervention plans will be developed for students who have been identified via progress monitoring, teacher, or parent recommendation. The teachers will report on the progress of students weekly to the school intervention team. Student progress will be assessed and a determination will be made whether the student should remain a virtual student or return to in campus learning.

The district will communicate with on a bi-quarterly basis to check on the social and emotional well-being of students. The district will engage in on-going monitoring of student academic progress established in partnership with our content/teacher providers. Lunches will be made available to students who are completely remote. Community partnership activities will be made available to students.

To ensure that families are prepared for blended learning from home, the Forrest City 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 virtually interacting and engaging the students. Lunches will be made available to students who are completely remote. Counselors and other assigned individuals will engage on-going monitoring of academic and student engagement of students in the virtual environment. Students who began struggling will be provided the options to engage with counselors and/or intervention activities. Students who continue to struggle will be strongly encouraged to return to on-site instruction.



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.

Counselors and other assigned individuals will engage on-going monitoring of academic and student engagement of students in the virtual environment. Students who began struggling will be provided the options to engage with counselors and/or intervention activities. Students who continue to struggle will be brought back to in-person instruction.

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



Intervention plans will be developed for students who have been identified via progress monitoring, teacher, or parent recommendation. Intervention plans will be developed for students who have been identified via progress monitoring, teacher, or parent recommendation. The teachers will report on the progress of students weekly to the school intervention team. 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 virtually. Additional support such as virtual tutoring, home visits, calls from teachers to parents and students will be provided. All data points such as attendance, mental and physical wellbeing, 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 assessments given by the district. Virtual students will participate in district assessment administrations of STAR and I-Ready. Students who are identified in need of support will be provided an intervention plan.

Students will have the opportunity to communicate with their teacher during the teacher's office hours. During TIER I time, teachers will provide asynchronous instruction. TIER II support will include break-out room tutoring, small group activities, and on-site small group or one-on-one support. The student support personnel will also monitor students' progress as an additional layer of support and report findings to the principal and school based intervention teams. Formative assessment such as grades, attendance, and other points of data will be used to determine student progress in a virtual setting. The teachers will use assessments to monitor student success. During the PLC process, teachers will review assessment data to determine progress of students' individual needs.

Additional instructional support will be provided.



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

All Virtual students will participate in district assessment administrations of STAR and I-Ready. Students who are identified in need of support will be provided an intervention plan. Virtual students will participate in interim assessments to ensure that on-going learning is occurring for these students. The teachers will use assessments to monitor student success. During the PLC process, teachers will review assessment data to determine progress of students' individual needs. Additional instructional support will be provided.

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

Students will participate in the district's dyslexia plan and receive initial screenings. Students who show need will have additional testing and supports for identified areas. Specialist will provide support to school specialists and assists with building capacity. Dyslexia interventionists will provide support services using Barton and Apple group intervention materials. Virtual students who receive 504 modifications will receive them. The Forrest City School 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.



Students will participate in the district's GT services and will receive appropriate enrichment and/or accelerated instruction to meet their specific needs.

Students will participate in the district's GT services and will receive appropriate enrichment and/or accelerated instruction to meet their specific needs. These services will be delivered via an online methods.

Identification- Referral forms will be online or in-person, but testing will take place on campus. be face-to-face or at an agreed-upon location. Where a licensed GT teacher can assess using two subjective and two objective instruments. The Forrest City School District will ensure that the GT Program Approval Standards will be followed for virtual students.

Students in grades 7-12 will receive virtual learning through a Collegeboard certified or ATP (Additional Training Plan) waived teacher using a platform that has been approved by DESE. Pre-AP and AP parents will be expected to attend the parent meeting for virtual learners. At least four virtual Pre-AP class will be offered per grade (7-10) and at least four core (math, social science, English, science) Advanced Placement class will be offered. There will not be a separate parent meeting for AP classes. If a student is not being successful, a meeting with the student and parent will occur. Students will be strongly encouraged to return to on-site learning.

The Forrest City School District will ensure that GT Program Approval Standards as well as rules governing Pre-AP and AP are adhered to.

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



ESOL/ESL students will receive supports and services as needed. These services will be delivered online with qualified employees. For ESOL/ESL students, the district will continue to provide equitable and meaningful access to content instruction. ESOL/ESL students will receive supports and services as needed. These services will be delivered online with qualified employees. This instruction will be synchronous.

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 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) Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
 - c) 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.
- In order to meet these goals, teachers will:
- 1) Provide academic language instruction, differentiated for language level, in an ELD 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



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academic language, background and learning, etc.

- 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/ESE 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.

The Forrest City School District will ensure that all ESOL guidelines are met for all virtual learners.



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

Special Education students will receive their services based on their individual IEPs. Services will be delivered via online when appropriate and as the IEP dictates. Special Education students will receive synchronous instruction by qualified special education teachers.

Special Education services and supports will be provided using the learning management systems such as Google Classroom and Zoom. When appropriate, supplemental programs such as, but not limited to; Mindplay, IXL, Renaissance, Moby Max, System 44, Readworks, and Edgenuity 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 employees/contracted personnel, and a skill bag for each type of service received is provided to students for home use. Evaluations are administered in person or virtually depend on a student or family's needs. Conferences will be held in-person, by phone, or using a virtual platform at the request of the parent or committee consensus. The students can also come onsite to receive additional support and assistance. Special education will be provided to virtual students based on IDEA's rules and regulations as well as following the student's IEP.

Special Education students will receive their services based on their individual IEPs. Services will be delivered via online when appropriate and as the IEP dictates.

The Forrest City School District will adhere to all governing rules concerning special education students.

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, but not limited to; calculators, note-taking, highlighting tools, text to speech, and digital libraries such as Renaissance and supplemental videos. Great Rivers Education Service Cooperative (GRESO) specialists will be available to support teachers.



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, but not limited to; calculators, note-taking, highlighting tools, text to speech, and digital libraries such as Renaissance and supplemental videos. Great Rivers Education Service Cooperative (GRESK) specialists will be available to support teachers. Teachers across the district will be provided with the following training such as, but not limited to;

Technology

1. Google Classroom and other Google Apps
2. Digital Tools
3. Lincoln Learning
4. Virtual Strategies
5. Buzz and/or CANVAS
6. Using the document camera

The Forrest City School District will have a scheduled time daily for MEACH-Mustangs Engage and Connect at Home. Ongoing professional development will be made available via Team Digital, the District Technology Department, as well as trainings identified by teachers who need additional support to effectively deliver digital learning.

Teachers will be provided forty minutes or 200 minutes per week per the contractual day for planning and preparation. Any planning conducted after the contractual planning time will be compensated through ESSER funds.



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. Office hours established by the teachers to interact with students, monitor student progress, provide intervention, will be given to parents and students. Content planning will occur during the contractual planning period for teachers. Teachers planning after the contractual day for students in quarantine will receive additional compensation through ESSER.

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 district will ensure equitable access and opportunities for our digital learners. Our parental engagement coordinator and truancy officer will work to coordinate services which are needed by various subpopulations including migrant, homeless, foster, etc. The Forrest City School District 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 being a virtual learner will be criteria-based. 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, and Dyslexia services.

The District will ensure that teachers, students, and families are given the opportunity to provide feedback and requests for additional supports and resources.

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 the state testing requirements on-site. Transportation will be provided. Students will also continue to come onsite for interim assessments. 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 in 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.

The district will carefully monitor the effectiveness and fidelity of the implementation of this plan through review and reflection with the district leadership team, principals, and other key district personnel. Through frequent checks, we will ensure that the plan is being effectively implemented and that our students are making adequate progress via this mode of instruction.

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, I-Ready formative assessment cycle, and interim assessments, and diagnostic testing
- conduct virtual teacher/parent/student 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 along with multiple training sessions throughout the school year. Parent Digital Training Sessions will be posted on the district's website along with phone blasts and the schools' Facebook page. 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.

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

https://www.fcmustangs.net/327183_2



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

https://www.fcmustangs.net/327183_2

Policies

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

Virtual students will be expected to follow the same attendance policy as the on-

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

Virtual students will be expected to follow the same discipline policy as the on-s

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

Virtual students will be expected to follow the same grading policy as the on-sit

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