Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Searcy County School District (6502000)

School Year 2021-2022

> ⓘ New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

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 #:	6502000
Superintendent:	Jimmy Yarbrough
Email:	ayarb@scsd.info
Phone:	(870) 448-3011 Ext. 1101
Duration Requested (not to exceed five years):	5 Years (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
6502001 - Leslie Intermediate School	4-6	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
6502005 - Marshall Elementary School	K-3	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
6502006 - Marshall High School	7-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
6502006 - Marshall High School	CTE courses	Asynchronous Synchronous	Blended (Hybrid)	LMS

LEA INSIGHTS

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)	

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.
				A student in the virtual learning environment who is not physically present on campus will be marked present if the student maintains engagement in the learning. Attendance in virtual learning courses shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Engagement requirements: A student logs in to the learning platform and submits assignments according to specified due dates. Students in grades K-6 will zoom with the virtual teacher 2 days a week and will have the opportunity to schedule one-on-one sessions at other times during the week. Adjustments may be made to meet individual student need based on IEP, 504, or LPAC plans. For extenuating circumstances that require longer periods of time to complete assignments, the building administrator, Virtual Program Director, and school counselor will work with the student and family to create a student success plan. If the district determines all students will be learning remotely based on the AMI plan, attendance will be determined by the District's AMI plan. Current policy 5.11: A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Marshall High School currently has this waiver. Class sizes will be met at Marshall Elementary School and Leslie Intermediate School so those campuses will not require 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.
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	Marshall High School currently has this waiver. Marshall Elementary School and Leslie Intermediate School will not require this waiver.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Students in a virtual setting where learning is synchronous and/or asynchronous will have the option to learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace. (Marshall High School already has 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.
Clock Hours	1-A.2			Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.
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)	Request to waive the DESE rules governing physical activity standards for students in a virtual setting. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for the physical activity.

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 and students in our virtual program will use interaction methods that are both synchronous and asynchronous.

Throughout the semester, the amount of synchronous and asynchronous instruction will vary based on grade-level band. Lower grade levels will utilize more synchronous learning time than upper grade levels, but virtual meetings will be utilized to engage students in live instruction at all grade levels.

K-6 interaction will include a math and literacy block and individual time with a teacher. K-2 will be synchronous 4 days per week. Literacy instruction will focus on phonemic awareness and phonics. Students will use Heggerty for their phonemic awareness instruction. Teacher-developed content will be used along with Lincoln Learning to provide quality instruction based on the Science of Reading.

Interaction for grades 3-6 will be synchronous two days a week. Lincoln Learning as well as teacher created content will be used to synchronously deliver instruction in the Science of Reading two days a week. Students will work asynchronously three days per week to complete lessons assigned from Lincoln Learning. Students will be required to maintain pace in the core curriculum and to attend synchronous instruction sessions two days a week. In addition to providing instruction, the digital teachers will monitor student coursework, provide feedback, and be available for bi-weekly virtual meetings with students. Students that fail to make adequate progress in their coursework will be required to attend one-on-one reteach sessions with their teachers.

Grades 7-12 interaction will consist of a combination of both asynchronous & synchronous with teacher options for live instruction, small group instruction, intervention, and one-on-one support. Students in grades 7-8 will be required to zoom for instruction in each of their core content classes one day per week. Teachers will be available on other days of the week to provide feedback and support. Teachers and students in grades 9-12 will be required to zoom a minimum of one time per week. This will provide teachers the opportunity to provide feedback and support and to evaluate students' well being. Students in the CTE program will be required to participate both virtually and on site. The Virtual Learning Coordinator will also monitor student progress and engagement and will make contact with students who are not engaged. Asynchronous interaction will consist of students producing work through completion of assignments and projects at their own pace. Students will be required to maintain a 70 percent or higher in each course in order to work on a flexible and independent schedule. Teachers will monitor student coursework and provide feedback along with being available for virtual meetings on a daily basis. Students who fall below 70 percent in any course will be required to attend scheduled daily virtual meetings until academic improvement is reflected by an increase in grades to meet 70 percent.

Even though attending Zoom meetings at various times will be required of virtual students, we realize that circumstances can prevent them from attending at times. When those times occur, students are expected to communicate with

at times. When those times occur, students are expected to communicate with their teacher(s) the reason(s) for their absence.

Surveys will be sent to virtual students and parents to gather feedback on the virtual program and any needed changes.

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 model in our Virtual Program will be Virtual (Online) and Remote (Distance).

Grades K-6: The digital learning teachers will provide live lessons with Zoom sessions as well as a variety of interactive technology tools. Students in the Virtual Program will meet live throughout the week. BUZZ/Lincoln Learning and Google Classroom are the primary LMS systems employed by the district for frequent communication and delivery of lessons.
Grades 7-12: Teachers will provide live lessons as needed and requested through Zoom meetings. Canvas is the primary LMS system employed by the district for frequent communication and delivery of lessons.

Through these various digital platforms, teachers will structure developmentally appropriate assignments aligned with the district's core curriculum. Our virtual learning may look different at different grade levels, but the integrity of a rigorous curriculum will guide our learning model district-wide.

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.	Two teachers will be dedicated to the K-6 virtual learning program and will work with K-6 students who are learning remotely. Based on current data, we anticipate low numbers of virtual students for SY2021-22. If numbers are higher than we expect, additional personnel will be added. 7-12 teachers will serve in a dual role, teaching both remote and in-person learners. Instruction will take place simultaneously as deemed necessary by the teacher/student. Teachers will be available for one-on-one virtual meetings as needed or requested. Scheduled times for student interaction and communication will be posted by teachers. Teachers will be available to virtual students for a minimum of 2 hours during after-school hours and will receive extra compensation. The District is also considering paying extra compensation for teachers to use their prep time to contact and/or instruct virtual students.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	The K-6 virtual learning teacher will see students live in-person for instruction at the frequency prescribed on their grade-band. Teachers will engage with students on asynchronous days by providing recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, intervention sessions, and other supports as needed. The virtual learning teacher will provide weekly feedback to parents and students. The virtual learning teacher will interact with students to provide instruction as well as needed support with their online education. 7-12 teachers will provide their students with live in-person instruction as requested and/or needed by each student. Teachers will engage with students using a variety of methods to provide recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, intervention sessions, and other supports as needed. Teachers will provide weekly feedback to parents and students. Teacher interaction and synchronous instruction will be provided on a daily basis as needed.
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 will not be asking for class size waivers for Marshall Elementary School or Leslie Intermediate School. Marshall High School currently has a class size waiver.

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

We will not be asking for class size waivers for Marshall Elementary School or Leslie Intermediate School. Marshall High School currently has a class size waiver.

Technology / Platforms

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

Grades K- 6: Buzz and Google Classroom will be used as the learning management systems (LMS). Content will come from teacher-created curriculum, Lincoln Learning, and purchased resources.

Grades 7-12: Canvas will be used as the LMS. Teacher-created curriculum and purchased resources will be used for content.

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 is developed by teachers and curriculum staff and is designed to effectively target state academic standards. Digital content is delivered by Google Classroom/Buzz in grades K-6 and by Canvas in grades 7-12. Additional resources that will be available include:

- Literacy resources:
  - ~ Wit and Wisdom (K-6): www.greatminds.org
  - ~ Lexia (K-8): www.lexialearning.com
  - ~ Benchmark Education Start-Up, Build-Up, and Spiral-Up Phonics (K-3)
  - ~ Heggerty Phonemic Awareness (K-3)
  - ~ Empowering Writers (K-3)
  - ~ Moby Max (4-6)
  - ~ Scholastic Scope (7-8)
  - ~ Upfront (9-11)
  - ~ IXL Literacy (7-12)

- Math resources:
  - ~ Great Minds Eureka Math (K-3): https://greatminds.org
  - ~ IXL Math (4-8)
  - ~ Big Ideas Math (7-12) ngl.cengage.com
  - ~ Science resources:
  - ~ Mystery Science (4-6)
  - ~ Kesler Science (4-6)
  - ~ Wit and Wisdom (K-6)
  - ~ IXL Science (7-8)

- Social Studies resources:
  - ~ Wit and Wisdom (K-6)
  - ~ Scholastic Scope (7-8)
  - ~ Virtual Arkansas content
    - * Civics (10th)
    - * World History (9th)
    - * Health (9th)

- Art and Music (K-6)
  - ~ Artsonia (K-6)
  - ~ Musicplayonline.com (K-6)

- Agri
  - ~AgEdNet

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.	Teachers will use Zoom video communication software or Google Meet to communicate with students. Software is included on the teacher and student devices provided by the district. All student and teacher devices also have built in webcams for video communication. Super hotspots have been installed at firehouses, community buildings, community stores, and churches around the district to provide internet access for those students and families who don't have personal access. The district also provides hotspots for student checkout. In addition, to capture and upload their lessons, teachers have the option to use Screencastify.
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 provides a chromebook to all students in grades K-12. All needed software and apps will be installed on chromebooks. Chromebooks will be available for swap out if needed. District-owned hotspots will be available for check-out by those students who have limited or no internet. Super hotspots have been installed at firehouses, community buildings, community stores and churches around the district to provide internet access for those students and families who don't have personal access. Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction. All district devices will be monitored using Impero; filters are in place to meet the provisions outlined in the Children's Information Protection Act. The SCSD Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours. The technology staff is also able to access district-owned student devices remotely to troubleshoot.

Student Supports

Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.	

K-12 students who participate in virtual school will continue to receive instruction on the Guide for Life Standards. School counselors will provide instruction on the Guide for Life standards.

https://dese.ade.arkansas.gov/Offices/learning-services/guide-for-life

Additionally, counseling services that are currently available to students who participate in in-person learning will also be available to virtual students. (example; small group, individual student counseling and community based counseling services; Student Success Plan support, grades 7-12 Course Selection, etc)

At various times of the year virtual students will be asked to report to a location within the district for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well.

Virtual families have the option to participate in our weekly meal pick-up program.

It is important for our staff to see and interact with our virtual students in real-time. SCSD digital learning students will be provided the opportunity to zoom with digital learning teachers on a daily basis. Teachers will take note of anything that appears to be amiss with the student or their environment and will report such to the principal or counselor. The LMS provides teachers the opportunity to monitor student logins in real-time. In the event that students do not login on a regular basis and or attend scheduled synchronous instruction, attempts to contact them via phone call, email, and/or text will be made. If no contact has been made within 5 days, the Virtual Learning Coordinator and/or teachers will report their concerns to the principal and the school counselor. A meeting or home visit will be scheduled by the SRO and/or other school personnel to evaluate the health, safety, and general well-being of our digital learners.

To ensure that families are prepared for learning from home, SCSD will require every virtual student and parent or guardian to attend orientation. During this event, parents/guardians and students will be instructed in virtual learning schedules, introduced to the learning management system, will review and sign student and parent contracts, and learn strategies for success in the virtual learning program

Each virtual student in grades 7-12 will be assigned an Advisory Teacher who will act in an advisory/mentoring role for families and students. The teacher's role will be to support students with their online education. This includes monitoring student progress, attendance, and engagement. Teachers will make recommendations for student intervention when necessary.

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.

Upon enrollment in the Virtual Learning Program, students and their parents will be informed of district expectations and will signify acceptance by signing the Digital Learning Program agreement.

https://docs.google.com/document/d/1ZewLyrpKuYAu7cQfa5XT16nVRoGuLHXQwvSrIqni9hA/edit

SCSD will utilize two certified teachers in grades K-6 who will be exclusively assigned to digital learning students. These teachers will monitor student academic engagement and progress.

K-3 students will Zoom with the digital learning teachers two days per week (ex. Monday and Wednesday) to access instruction and feedback on assigned lessons. On alternate days, students will have access to the digital learning teacher in order to receive support and feedback. Engagement will be measured based on weekly progress and attendance.

Students in grades 4-6 will be held to the same requirements/expectations as above except on alternate days (ex. Tuesday and Thursday).

7-12 students will engage with content through Canvas. Teachers of record will monitor student progress and engagement and communicate through email and Canvas messenger to provide assistance and opportunities to access in-class instruction as needed.

Students who are not being successful with digital learning will be requested to return to on-site instruction after all other means of support have been exhausted.

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

All students are given screeners and are monitored based on performance to determine if adequate progress is being met toward grade level standards. Students are provided supplemental instruction if they perform below grade level through a tiered structure of support.

As determined by data collected through BOY, MOY and EOY screeners, common formative assessments, and classroom assessments, students will receive interventions based on need. Students will be encouraged to come on-site to receive skill-based interventions with flexible scheduling to accommodate need. Progress monitoring will be used to determine progress and adjust interventions. RTI Improvement Plans (Tier 3) will be created and monitored. An intervention team consisting of the principal, the digital teacher, instructional facilitators, and interventionist will meet and review the plan for progress every 6 weeks. Adjustments will be made as needed based on team member recommendations.

Digital learning platform (Lexia) will be available for literacy to all students K-6. Teachers will also offer instructional support by appointment as needed. At upper levels, grades will be monitored, and students who are struggling to demonstrate mastery may be required to attend additional synchronous learning.

All services provided by support programs, including Special Education, English Language Learner, Dyslexia or Gifted and Talented, will be provided to on-site and digital learners.
Support Personnel include (but are not limited to):
School Counselor
Gifted and Talented Coordinator
Virtual Learning Coordinator
Multi-Tiered System of Support (Intervention) Coordinator
Dyslexia Interventionists
Alternative Learning Environment Coordinator

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

The District virtual teachers will use the current formative assessment plan in place which is embedded in the district curriculum. All course curriculum is aligned with state standards. The district curriculum specialists and building level PLC collaborate to develop formative assessments that measure student understanding of the identified essential standards. Assessment results will drive instruction and interventions. PLCs will review formative assessment data to determine next instructional steps based on student needs. Digital students will be placed in interventions and/or enrichments to address any identified needs. Instructional support will also be provided by the district academic coaches and specialists as needed.

Instruction decisions will be made using multiple data points, including assessment results (formative and summative), classwork, and student engagement data (which includes attendance and discipline). The Digital Program will utilize the district Multi-Tiered System of Support Process (Intervention Process) to monitor and support student growth.

Students in grades K-2 will complete state-required reading screenings on-site three times per year. Students in grades 4-11 will be given STAR Reading and Math Assessments.

Impero will be used to monitor student computer use. Digital teachers will assess student engagement (time on task) to determine if an intervention is needed. Parents and students will be contacted to determine corrective action if needed.

District and state assessments will be administered on-site. When possible, based on assessment requirements, families will be provided with flexible scheduling options for the assessment (local formative assessments, Aspire Interims, screening assessments); however, exams with required start times (ACT, AP, PSAT) will not run on flexible schedules.

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

SCSD will ensure that the requirements of the dyslexia law are addressed for on-site and digital learners. All teachers will be trained on the possible indicators of dyslexia in order to advocate for dyslexia support.

All K-2 students will be given universal screeners as required by DESE and will be provided with the appropriate interventions. Students in grades 3-6 will be assessed using DIBELS to identify gaps in skills. If gaps are present, students will be assessed using Level 2 screeners to identify if markers of dyslexia are present. Teachers may also make student referrals based on classroom assessments and/or observations. Students in grades 7-12 may be referred by teachers for Level 2 screenings.

Digital learning students identified with markers of dyslexia will be encouraged to come on-site to receive interventions with a trained interventionist in our dyslexia program. Digital access to interventions for dyslexia will be delivered synchronously to accommodate and provide flexibility. In grades K-8, Take Flight, which meets all of the components of effective reading instruction, will be the District's choice for dyslexia interventions. Days and minutes of interventions will be determined by the program requirements. Students with markers of dyslexia in grades 9-12 will be placed in the District's Academic Reading course which will meet the requirements for the components of reading. Students will be required to meet live Zooms for this course. Progress will be monitored every six weeks to determine if goals are met. If goals are not being met, adjustments will be made to interventions based on review of the data. Students will have access to all materials and resources needed.

Digital learning teachers and interventionists may request a meeting to discuss possible indicators of markers of dyslexia for any digital learning student. RTI data and Level 1 data will be reviewed and performance will be evaluated. Determination will be made if the student should be in need of Level 2 Screeners. Parents will be contacted and notified of the need for additional assessments. Parents will sign a consent form for testing. Level 2 screeners will be administered and a profile sheet will be created. The dyslexia team will meet to review the results and determine if markers of dyslexia are present. Parents will be notified of the results and of the interventions that will be implemented. Students will participate in the District's dyslexia program on-site for the number of days and minutes required by the program. Progress monitoring data will be collected and the dyslexia team will meet periodically to evaluate progress. Asynchronous support will be offered in the form of zooms and additional activities.

| Describe how Gifted and Talented supports and services will be provided to digital learning students. | All requirements of the GT Program Approval Standards will be met for the K-12 gifted program for virtual students.
Virtual students who are referred for testing will be encouraged to come on-site to be tested.
GT Coordinator will provide services via Resource Room GT Program. The program option to be used will be Google Classroom/Buzz.

K-2 Virtual Students - Weekly enrichment activities will be provided via the virtual format being used during the school year.

3-6 Virtual Students - Virtual students' identified needs for services will be met via the resource room GT program option (cluster grouping) and will be delivered by the district's GT Coordinator. Units/topics/activities will be posted by the GT Coordinator for virtual identified students in Google Classroom to be accessed daily and/or weekly. These units/topics/activities will be the same for both on-site and/or virtual students.
GT Coordinator will zoom asynchronously with students weekly to provide feedback and support.

7-12 Virtual Students - Identified Gifted and Talented students will receive support services via the following program options:
~GT Course Content Classes
~Pre-Advanced Placement Courses
~Advanced Placement Courses
~Monthly affective needs support by GT Specialist
~Virtual Students will have the option to come on-site and participate in all additional opportunity programs available to on-site students.
Asynchronous zooms will be offered weekly during teacher planning times to provide support. |

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

SCSD will ensure that standards for ESOL are met for onsite and digital learners. The district will ensure all requirements of the District English Learner Plan are met for on-site and remote students.

Digital ESL students who require support with their classroom content to meet grade-level standards will receive targeted support through the ESL coordinator. The Digital Learning teacher will collaborate with classroom teachers to properly scaffold instruction and to accommodate assessments. Digital teachers will attend PLC meetings regularly to discuss the best ways to meet student and teacher needs.
The Digital teacher will have regular contact with parents to provide support and services needed.

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

Assessments -

1. On-site assessments for DLM and ACT Aspire

2. On-site evaluations for Special Education (could be home campus or other District facility)

Training -

3. Training Support for parents, students, teachers related to formats being used (BUZZ, Google Classroom, Canvas, etc).

4. Training support for teachers on how to implement IEP accommodations.

Conferences -

5. Conferences held virtually and/or on-site

6. An IEP team may determine the appropriateness of virtual learning for a student and the accommodations that would be needed in that environment. If a student is not engaged in virtual learning, the IEP team will meet and decide if the student should return to on-site instruction

   Teachers serving students with IEPs will be given access to modifications and monitored for compliance.

7. Instruction: On-site instruction is the preferred method of delivery. Asynchronous and synchronous instruction will be provided to accommodate need. Platforms such as Google Classroom, Buzz, and Canvas etc., will be used to provide content that aligns with grade-level standards. Zoom meetings will be available on an as-needed basis.

Related Service Providers -

8. Therapy services will be provided on-site. A flexible schedule will be created to meet the needs of the student. Virtual therapy may be provided when determined appropriate by the IEP Team.

9. Determine need for equipment and if it will be school or parent provided. Other factors may be considered.

10. Determine need for 1:1 (if 1:1 para was provided for transitions, safety, etc, then the need may not be warranted for a virtual environment)

11. Transition Services: Students will access digital materials/resources available through Arkansas Transition Service:

http://www.arkansastransition.com/index.php/tools-resources/remote-learning

504 services and supports will be provided by the digital classroom teacher. 504 Evaluation and Review Conferences will be conducted virtually by the district's 504 coordinator.

Special Education services and supports will be determined by the student's IEP Committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of parent - either virtually or on-site.

Staffing ratios for Special Education services will be based on program standards, and time will be scheduled in the day for providing digital services proportional to student enrollment

proportional to student enrollment.

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 a chromebook with access to a content management system based on the grade level and student proficiency with technology. Digital accommodations include, but are not limited to: digital copies of notes, extended time on assignments, Text to Speech (Google Classroom) and flexible assignments. Teacher teams may determine additional accommodations based on individual student needs. All MHS teachers have access to Canvas as our LMS to ensure that teachers and students have a central location for assignments. MES and LIS teachers use Buzz and Google Classroom for assignments. Some teachers, upon request, have access to Kami, which converts any digital document to an editable document, and to Screencastify, which gives the option to capture and upload lessons. Teachers have access to technology training through Arkansas IDEAS, OUR Coop, and district-provided professional development. MHS virtual students are welcome to seek on-site help from teachers on Flex Thursday. SCSD technology department provides assistance and support to teachers as needed.

Teacher Supports

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

The district will utilize the state contract for BUZZ and Lincoln Learning for grades K-6 and the LMS Canvas for grades 7-12. Teachers in the virtual program will receive initial training as well as additional training as the need arises. Training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom.

Virtual teachers will be involved in PLC team meetings, share lesson plans, and collaborate with instructional coaches to help maximize student learning and engagement.

Searcy County School District will work with Arkansas Public School Resource Center (APSRC) to ensure that our teachers receive extensive and updated training on the use of Lincoln Learning. We will utilize Team Digital, if needed, to ensure that our teachers have the skill set needed to teach our remote students effectively.

Searcy County School District's technology department will provide troubleshooting, point-in-time training, and resources to support our teachers in the implementation of new technology. The district will also rely on the technology department to assist our teachers in building self-efficacy to deliver instruction through various digital platforms.

District administrators will actively communicate with virtual teachers and monitor online instruction.

Searcy County School District will utilize a partnership with a local mental health agency to provide our teachers with additional supportive services targeted at enhancing overall emotional well being and ability to cope with on-the-job stressors.

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?

All teachers will be scheduled for a minimum of 225 minutes of planning time per week, which is equivalent to district face-to-face staff. For 7-12 teachers, additional district support will come from compensation for after-school planning/work time that teachers might be expected to perform. Teachers will also be able to use planning time for reviewing course materials and monitoring student progress.

K-6 virtual teachers will have additional daily planning minutes to be used to create teacher-developed lessons to add to their Lincoln Learning lessons. These additional planning minutes will vary and will be used as needed. 7-12 teachers will provide the same content lessons to digital learners as face-to-face learners. Additional planning time will not be required.

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.

Searcy County School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices or procedures.

The district will use the following measures to ensure equitable access:
● The budgeting and use of state and federal funds to provide equitable access to educational services
● Equal access to technology devices and support in connectivity
 ● Students will be provided devices as well as hotspots as needed.
● Coordination with district support service programs, including Special Education, 504, ESL, GT
● Utilization of the district MTSS Process for student support and intervention

Families may qualify for a mobile hotspot.

Parents and families without internet access have access to outdoor wifi in parking lots on all campuses and in various locations around the district. Hotspots are also available for checkout, for those who need them.

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.
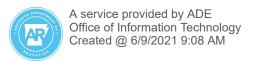
The district will conduct statewide assessments on-site. This will be communicated at parent/student orientation at the beginning of the year. Parents and students will also receive notification of testing dates, times and locations through email, phone calls and school and district website and Facebook pages.

The district will utilize DESE guidelines when testing virtual students, which includes:
● testing virtual students as a separate cohort from their grade-level group
● organizing small group virtual testing rooms to accommodate needs according to IEPs or 504s.

Students who do not come on-site to test may be requested to return to on-site face-to-face instruction. They may also be denied entry to the virtual program the following year.

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.

To monitor the fidelity of implementation of the Digital Learning Plan:

● The district will monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as Dibels testing, IReady, and STAR testing of reading and math skills three times a year. Virtual teams will analyze results to answer the following questions.

   1. What is the comparison of virtual and on-site achievement for students for the various forms of testing?

   2. How does virtual student performance differ at various grade levels?

   3. What differences can be noted in the progress of the various subpopulations ie. poverty, SPED?

   4. How has disengagement affected progress?

   5. What are we doing to re-engage students?

   6. What is the percentage of Virtual students who require interventions?

● Grades will be shared with parents every 5 weeks.

● Building and district administrators will actively monitor online instruction through grades, attendance and teacher feedback.

● Teachers will be surveyed once a quarter and asked to provide feedback concerning successes and areas for improvement.

● Students and parents will be surveyed to determine need and provide support.

● We will also collaborate with OUR Coop and other regional colleagues to support our teachers, monitor and adjust our programs, and provide the help from various specialists.

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)

Communication of virtual school activities, student support options, and daily events will be shared by the administrators via email, robocalls and weekly calendars.

Teachers will provide parents with strategies to support students through productive struggle during the learning process, and parents are encouraged to communicate with the teacher throughout this process. Parents will receive training on the school's learning management system in order to monitor their student's progress, how to use Chromebooks, how to zoom. A troubleshooting guide will be distributed. Updates will be installed to Chromebooks as needed. Parent orientation will address key strategies for engagement as well as basic computer skills. Families will be asked to complete surveys and participate in forums to provide feedback on the program as well.

A parent meeting was held to gather input and feedback on the current Virtual plan and to brainstorm ideas for improvement for the 2021/2022 Virtual Plan.

Minutes:
https://docs.google.com/document/d/1Cvo1uBqUAZhTBG_DaoK9ZvRPfpKebh53vl_VTHZ-x4Q/edit?usp=sharing

https://docs.google.com/document/d/1WbTEFmJy7XxZXHpjNeLBtlDctcLJn-vE1NP1STkhkks/edit?usp=sharing

Troubleshooting guide:
https://docs.google.com/document/d/1ijh3o3SSmrK9hl2VZBlD6Fwt5bWP9d324izInEvkIOg/edit?usp=sharing

To promote student achievement and school success, the District currently subscribes to the Parent Institute, a digital newsletter which helps engage families in developing school skills, social emotional learning, and discipline. Plans are underway to subscribe to other digital newsletters, such as Home & School Connections. These newsletters also provide parents with tips on how to help their students succeed.

Parent input will continue through surveys and one-on-one communication with the virtual teacher.

Student/parent access to technology and wi-fi has been provided through school issued Chromebooks, hotspots, and home wi-fi reimbursement.

Virtual students will have opportunities to access before- and after-school services, tutoring sessions, interventions, sport activities and clubs.

LEA INSIGHTS

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://docs.google.com/document/d/1tNJH0UXojVpQDDciSUVWQtjLoaVbsAUSI
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/document/d/1lrWKIgCjwDR07QT1fYs52Dy0dK9UAmUYi

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1BN6sWXCl56XuZjfoYJNG6iWebbphh7C3/
Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/file/d/15QvFYKQTfr4yYbb5kfzUROOUrTRGt3Yp/view?u：
Please provide a link (URL) to the grading policy for digital learning students.	https://drive.google.com/file/d/1su_ryM3GpIkKy1PxnFGeMJhHspqJDBHg/view?

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