



Act 1240 Digital Learning Waiver Request

Status: Reviewed

Maynard School District (6102000)

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 #: 6102000
Superintendent: Patricia Rawlings
Email: pat.rawlings@maynard.k12.ar.us
Phone: (870) 647-3500 Ext. 525
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
6102006 - Maynard High School	7-12	Asynchronous Synchronous	Blended (Hybrid)	LMS
6102005 - Maynard Elementary School	K-6	Asynchronous Synchronous	Blended (Hybrid)	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.
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.
				<p>K-6 Instruction will be synchronous and asynchronous, and students will be required to meet daily. A district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. Monitoring of synchronous and asynchronous interaction will occur on a daily basis and attendance will be taken through evidence of completed assignments.</p>
				<p>7-12 In the online environment, students assume more responsibility for keeping up with the course requirements. It is critical that students access and interact with the online content on a daily basis and participate in the scheduled Google Classroom sessions. If a student is absent from a digital learning class, the student is responsible for making up the missed assignments. When students' put-off accessing the course content, they soon discover that they are behind and then may not be able to satisfy the course requirements to pass a class. Monitoring of synchronous and asynchronous interaction will occur on a daily basis and attendance will be taken through evidence of completed assignments. If a student is not accessing the course content on a consistent basis, parents will be notified by the teacher.</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.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	The Maynard School District is not asking for a class size waiver because class size limits will not be exceeded.
Teaching Load Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The Maynard School District is not requesting a teaching load waiver.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	



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>K-6</p> <p>All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will not exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p> <p>7-12</p> <p>All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will not exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p> <p>We are requesting the six hour instructional day waiver. Research shows students in grades 7-12 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 students 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			All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. The standard for clock hours will not apply.
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)	K-6 is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual. 7-12 N/A

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.



LEA INSIGHTS

The K-6 will primarily be a synchronous model for K-6 core instruction. The synchronous model will allow for structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

An asynchronous option will be made available to students with extenuating circumstances. The virtual lessons will be made available to asynchronous students on a weekly basis.

Teachers:

Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.

Teachers will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will be available for additional support during their prep hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated prep time for support.

Students:

Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours.

Asynchronous students are expected to follow the policy set by Maynard regarding the standards for completion of work in a timely manner.

All students have a variety of options for connecting synchronously with our teachers--email, prep hours, etc. Reading instruction will be synchronous and meet the Science of Reading requirements. Requirements for the Science of Reading will be ensured by embedding and supplementing into the curriculum a DESE-approved core literacy program that effectively addresses phonological awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for K-2 will target and monitor the students' progression towards mastery of word recognition (phonological awareness, decoding, and sight word knowledge) via formative assessments and other common assessments such as DIBELS. Instruction will occur synchronously five days a week and in real time. For those students who may need to attend asynchronously, the synchronous lessons will be recorded and made available for students and parents to view.



LEA INSIGHTS

Google Classroom/Lincoln Learning is a virtual learning experience that harnesses the benefit of synchronous or “live” instruction that is aligned with asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At Maynard High School level, students are provided the opportunity to attend Google Meet meetings. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

K-12

If a student misses a class assignment or test, he/she is responsible for turning in the assignment or for taking the test on the day he/she returns to virtual instruction. If the assignment or test was announced during the absence, the student should make arrangements with the teacher on the day of his/her return to finish an assignment or take a test as soon as possible, but not to exceed three (3) days, unless special arrangements are made with the teacher and principal. All the responsibility for make-up work is left to the student.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

All teachers have received training on using Google Meet, Google Classroom and Lincoln Learning. They also received training on using Zoom. They utilized it last year during the pandemic.

The K-6 will utilize online virtual (remote) learning through Google Classroom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

7-12 Maynard will utilize online virtual remote learning through Google Classroom/Lincoln Learning. Students will have opportunities to engage in synchronous learning through live scheduled Google Meet meetings with their teacher. All learning will take place online.

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.

The teachers will not be serving in a dual role they will be dedicated primarily to remote instruction.

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



LEA INSIGHTS

Teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

Teachers, parents, and students will be able to communicate using Google Classroom or via email. Teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set prep hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.

Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

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?

na



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

na

Technology / Platforms

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

Goggle Classroom/Lincoln Learning

Students will use Google Classroom/Lincoln Learning. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, 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.



LEA INSIGHTS

Students will continue to receive grade level and content standards-based instruction through Google Classroom or Lincoln Learning.

Teachers received training for blended learning on Google Classroom and Lincoln Learning. We will provide support for the teachers by having weekly meetings to determine what is working well and to determine where adjustments need to be made.

The K-6 will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading. Google Classroom will be utilized to deliver K-6 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used

may include the digital version of the Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

Maynard will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies.

7-12

The 7-12 will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards. The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. 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 instruction is designed to provide point-in-time resources and support.

The digital content gives teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and



LEA INSIGHTS

assessments, troubleshooting, adding activities, planning instruction, and designing interventions.

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.



LEA INSIGHTS

Google Meet is the communication software that we will use to facilitate live conferences.

The K-6 teachers and students will be utilizing Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date. Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

7-12 Students will be utilizing Google Meet to participate in synchronous learning sessions with their teacher. The software is downloaded to the district provided device. The teacher will utilize it to facilitate synchronous sessions with students during scheduled sessions during the week. Google Meet 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 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.

K-6 all have chromebooks

7-12 all have ipads

Hotspots are located throughout the community at area firehouses and churches so the students can access wifi. We also have hotspots to give to students that do not have access to those areas. Students can also park in the school parking lot and access the school's wifi.

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.

The district uses email, Google Classroom, our school website, Remind 101 app, Class Dojo and SchoolMessenger to reach out to students and parents. We also make phone calls one on one with parents. We assure parents that we are here if they have any questions about virtual learning. We have communicate health and safety precautions the school is taking to keep our students safe. Breakfast and lunch are available for pickup for all students.

The teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services.

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.

K-12

Teachers will interact with students on a daily basis. Grades will be monitored and feedback will be given. Any students struggling will be assigned time to work with a teacher's aid for remediation. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular (weekly) assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with the district to arrive at solutions to the lack of progress.

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

We utilize Edgenuity for intervention. Teacher's aides will be assigned to students needing interventions and will work with them utilizing Google Meet. Teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the teacher will reach out to Ms. Harris for Tier 3 interventions.



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

In the K-6 , formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple ran. choice). Assignments will be aligned and will include recognized assessments such as DIBELS, MAP testing, RAN,DSA, etc.

7-12 All courses have periodic formative assessments, checks for understanding, and post-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Google Meet meetings to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

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

We provide accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The Maynard School District screens all K-2 students. Third Grade-sixth grade (3-6) students are also tracked and monitored if they are to have shown to have indicators of dyslexia. All students will be screened onsite by our dyslexia therapist. Students that have dyslexia indicators will be provided services, with fidelity, by our dyslexia therapist on-site.

Maynard School District will ensure that all Dyslexia Law requirements will be met for our virtual learners.



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

Gifted and Talented will continue to receive support and services through Google Classroom or Google Meet.

The K-6 teachers will embed enrichment activities into core content. Education Cooperative GT Specialists will have input in the development of curriculum in order to ensure rigorous activities are embedded in core content courses. The Maynard Elementary G/T Program facilitator will contact all students in the grade levels that participate in G/T activities.

Grades 7-12

All AP classes will continue to be taught through Google Classroom.

Maynard School District offers concurrent credit courses through BRTC.

Maynard High School will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.

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

Mrs. Byers, ELL Coordinator will monitor all identified English Learners by performing an ELPA21 screening and summative assessment. Communication with families will be in a language and manner families will understand.

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



K-12 teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

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 Google Classroom, 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.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is 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 preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable text to speech embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

K-12 SPED conferences will take place via Zoom or on campus that is agreeable to both the parents and the SPED teacher coordinating the conference.



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.

K-12 offers digital accommodations such as: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

Teacher Supports

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



The district will address the support for professional development for online teachers and address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all teachers.

Maynard School District will be utilizing Google Classroom and Lincoln Learning as our digital content and digital instruction solution. Teachers will be given access to a vast digital library on the Lincoln LMS (Buzz) that will serve as a resource for searchable content/learning objects (specific instructions are included in the teacher training).

As part of the Professional Learning Community process, Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the teacher can provide, the building principal will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.



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?

The teachers will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

Through direct access to content specialists and Team Digital specialists at each co-op, continuous professional development will be available to all teachers.

Maynard School District will be utilizing Google Classroom and Lincoln Learning as our digital content and digital instruction solution. Teachers will be given access to a vast digital library on the Lincoln LMS (Buzz) that will serve as a resource for searchable content/learning objects (specific instructions are included in the teacher training).

As part of the Professional Learning Community process, Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the teacher can provide, the building principal will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

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.

It is the policy of the Maynard School District to provide equal opportunity without regard to race, color, national origin, sex, age or qualified disability in its educational programs and activities. This includes, but is not limited to admissions, educational services, financial aid and employment. This educational institution will disseminate nondiscriminatory policies to students, parents, employees and the general public prior to the beginning of each school year. Committees will be selected in a fair and equitable manner and will reflect the diversity of the district in terms of sex, race, socio-economic level, disability, national origin and other population.



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 be required to participate in statewide summative and the Maynard School District's required testing (NWEA MAP, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the Maynard School District personnel. All testing data will be shared by the school/district for analysis. The Maynard School District will communicate the testing schedule by phone and by utilizing the Maynard notification system utilizing Facebook, push notifications on the Maynard App, email, and School Messenger.

Virtual students will report to their campus's office to check in, students will then be sent/escorted to the designated testing area set up by the testing coordinator. Mandated assessments include, but are not limited to NWEA MAP grades K-11 (Fall, Winter, and Spring)

- ACT Aspire grades 3-10 (Spring)
- ACT 11th grade (Spring)

District Administration will ensure that all parents/guardians are aware of the Mandatory onsite testing requirements. If these requirements are not met, District Administration will directly contact parents/guardians. If further action is required, we will defer to the campus SRO.

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.



Teachers will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

Building Principals will work with the specialists at the Northeast Arkansas Service Cooperative to identify any professional development opportunities that will benefit online instruction and share them with the Virtual Teachers. In addition to local support, each program will include additional support from our partner providers.

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 a need is identified support will be given. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The Principals will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.



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)

The district uses email, Google Classroom, our school website, Remind 101 app, Class Dojo and SchoolMessenger to correspond with parents. We also make a lot of phone calls one on one with parents. We have tried to assure parents that we are here if they have any questions about virtual learning. We have communicated health and safety precautions the school is taking to keep our students safe. We have also shared information about breakfast and lunch services being provided for all learners.

Teachers are providing constant feedback to parents regarding virtual learning opportunities. Teachers are also providing parents with weekly overviews of learning objectives. The PowerPoint and videos on our website are updated often to reflect things we have learned and to address areas students may be struggling with. Parents have access to students grades through HAC and also within Lincoln Learning. The superintendent is doing SchoolMessenger messages to parents when new information is available.

A list of digital tools and resources are listed on the school website to assist students and parents.

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

<https://maynard.nesc.k12.ar.us/files/user/1/file/July%20Called%20Period%201>

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

<https://docs.google.com/forms/d/1hfTin8MRO-n9p5qfJpZf9E8j9W06U74JVfAJRc>

Policies

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

http://maynard.nesc.k12.ar.us/files/user/1/file/2020_2021_Handbook_Ready_to

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

http://maynard.nesc.k12.ar.us/files/user/1/file/2020_2021_Handbook_Ready_to

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

http://maynard.nesc.k12.ar.us/files/user/1/file/2020_2021_Handbook_Ready_to