



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Osceola School District (4713000)

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 #: 4713000
Superintendent: Alfred Hogan
Email: ahogan@osd1.org
Phone: (870) 563-2561
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
4713053 - Carroll Smith Elementary School 4713052 - North Elementary School	K - 12	Asynchronous	Blended (Hybrid)	LMS
4713051 - Osceola High School 4713054 - Osceola Middle School		Synchronous		CMS



Waivers

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



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>OSD will utilize this waiver if the shift is required from traditional to virtual (remote) learning.</p> <p>A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning.</p> <p>Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP and/or 504 plan.</p> <p>If there are extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	<p>6-17- 812(a)(2)</p>	<p>No virtual classes will surpass the class size determined by DESE. Students who are in need of extra support may request to zoom into an onsite class to receive double instruction.</p>
<p>Teaching Load Number of students: 175</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Teachers in dual roles will have classes of virtual students. The virtual class could push the student count over the maximum 150 teacher Load.</p> <p>Some 5th-12th grade teachers will have a dedicated virtual class period during the school day to instruct virtual students. This period could give those teachers additional students so OSD is requesting for an extra 25 student bringing the class load to 175.</p>
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		<p>6-16-102; 6-16-126</p>	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>We are requesting the waiver. Research shows students in grades K-3 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning. Henceforth, this may also apply for high school students, too.</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours 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)	



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>Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting.</p> <p>The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</p>

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.



Osceola School District plans to provide the best education for students and still meet their environmental needs by being flexible and supportive while maintaining an equitable education for all students. While remote instruction has been available to all students, it has been noted that this was not the best education for all students. It is our goal to continue to use two distance learning management systems as the main resources to meet the needs of our students.

Learning Management System:

The Osceola School District will utilize Edgenuity and I-Ready as it's software application that will help teachers deliver content to students, administer and analyze assessments, track student progress, and manage records will implement a guaranteed and viable curriculum for K-12 with fidelity to ensure that each student is exposed to grade level work, strong instruction, deep student engagement with a commitment to high expectations for learning. These LMSs will be monitored by our onsite teachers. Although they will be used as the main source of curriculum, teachers may be flexible and create lessons that meet the needs of their students. The instruction provided by the teachers may include digital coursework, live-stream meetings, as well as the LMS used for the specific grade level. Teachers may provide coursework synchronously as well as asynchronously. OSD is currently developing a guaranteed and viable curriculum in consultation with the District Curriculum Coordinator and building level teacher teams. All grades will implement instruction using curricula that is adopted with collaboration with the district and building teacher teams in PLT's.

The district will require daily zooms for students in the lower grades (K-2) to ensure the science of reading requirements are met for the students. Phonics First and Heggarty (K-2) will be used for phonemic awareness and for the science of reading in grades 3-6- Wonders.

Additional instruction for K-2 with daily zooms and small group instruction 3 times per week to ensure science of reading requirements are met. All K-2 students will have a daily synchronous zoom and in addition to the daily zoom, a minimum of 3 small group sessions per week will be provided synchronously. This additional instruction includes, but not limited to:

Phonics First resources - Daily Practice

Phonemic awareness

Heggarty- Daily Practice

Explicit Instruction in early, basic, and advanced Phonemic Awareness skills

Repeated practice, immediate corrective feedback, Gradual release

Phonics (Decoding & Encoding)

Sound Wall

Phoneme/ Grapheme Sound Wall Chart to send home with parents

LIPS Cards (Kindergarten)

Teachers will have Instructional Sound Wall Cards

Blending Boards & Card Sets

Explicit Instruction in all 6 syllable types, syllabication, and word study

Phoneme/ Grapheme Mapping to promote orthographic mapping of words

Flkonin Boxes



LEARNING GOALS

Application and Practice of decoding skills with connected text
Program Specific Assessments
Diagnostic Assessments to assess and reteach missing skills
Repeated practice, immediate corrective feedback, Gradual release
(All necessary materials needed for reading instruction and other content areas will be provided by Osceola School District.)

Instruction provided by K-2 & 3-6 RISE trained teachers
Students in grades 3-6 will be provided the science of reading instruction by trained RISE teachers 3 days per week (synchronous zoom instruction)
Literacy Specialists are on-site for support

Content Management System:

OSD has opted to utilize Google Classroom as the simple computer framework application that will manage content in a central location. Clever has also been adopted as a system to house all teacher and student login information for smooth transitions to digital systems being utilized for assessment, intervention, and instruction.

Teacher Classroom Interaction /Experience:

- *Teachers will provide in person instruction and virtual (remote) instruction using the content digital learning systems
- *Teachers will follow the guaranteed and viable curriculum maps
- *Teachers and/or Students will enhance learning through digital content
- *Teachers and/or Students will utilize Google Classroom
- *Teachers provide live classroom teaching via Google Meet and/or Zoom
- *Teachers will check grades regularly and communicate with students and parents on a weekly basis
- *Teachers will provide instruction through scheduled virtual lessons through Google Classroom.
- *Individualized ZOOM help led by the teacher and parent liaisons in buildings
- *Teachers are available for video conferencing
- *Conferences are scheduled by students and/or teachers based on student need
- *Efforts will be made to limit social interaction including: classroom arrangement, minimized transitions through the use of block schedules
- *Social distancing will be practiced, where feasible

Student Interaction /Expectations:

- *Attend school in person for instruction and/or virtually
- *Students will complete an exit ticket for both settings (in person and online)
- *Follow social distancing guidelines
- *Work in large and small instructional groups
- *Participate in blended learning
- *Complete formative and summative assessments, which will be part of the student's grades



LEA INSIGHTS

students grades

- *Students will be responsible for completing assignments and submitting assignments
- *Communicate with teachers about their learning
- *Make efforts to limit social interaction through CDC and/or ADH guidelines



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.

Delivery:

Students will through a blended (hybrid) learning environment with simultaneous instruction synchronously and asynchronously. Students will learn at least in part through virtual (online) learning with some element of student control over time, place, path, and/or pace; and at least in part in a supervised brick and mortar location away from home such as an ALE, school, and/or learning center. The teacher of record provides instruction to both onsite and remote (distance) students during the school day.

All reading instruction in grades K-6 will require students to log in during reading instruction to ensure that the Science of Reading requirements are met. Students will be required to come on campus for any state-required testing, local interim assessments, health screening, and instructional support. Some students will come on campus to attend AAA competitive activity classes such as but not limited to art, choir, band, baseball, basketball, cheerleading, volleyball, track, and football. For CTE Courses, a blended approach will be utilized. At times, the CTE students will be required to come to campus to complete projects and participate in skills-based performance instruction. Students will have the option to zoom into the regularly scheduled classes daily and/or utilize I-Ready or Edgenuity for all core courses.



Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

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

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



LEA INSIGHTS

Each eligible student in grades K-6 and 7-12th will be assigned a teacher. The teacher's role is to support the student with their online education. This includes monitoring student progress, attendance, and engagement and making recommendations for student intervention when necessary.

Specifications include the following:

Teachers will provide in person instruction and virtual (remote) instruction using the content digital learning systems. Teachers will follow the guaranteed and viable curriculum maps. Teachers and/or Students will enhance learning through digital content. Teachers and/or Students will utilize Google Classroom. Teachers provide live classroom teaching via Google Meet and/or Zoom. Teachers will check grades regularly and communicate with students and parents on a weekly basis. Teachers will provide instruction through scheduled virtual lessons through Google Classroom. Individualized ZOOM help led by the teacher and parent liaisons in buildings. Teachers are available for video conferencing. Conferences are scheduled by students and/or teachers based on student need. Teachers will establish office hours for virtual students to receive assistance and to communicate academically and/or discuss any areas of concern. Students will be required to log in daily, which can be monitored through the Edgenuity or I-Ready digital platforms or Goggle Classroom. If the child is struggling and does not log in for office hours, the parent will be contacted with documentation and a meeting will be scheduled to determine the student's continuation in the virtual program. A committee decision will be made to decide if the student should remain as a virtual student. Students in Grades K-8 will be expected to log in daily for synchronous reading instruction and other subjects. Students in grades 9-12 will log in at a minimum of four times a for reading instruction and other courses.

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 go over in class size for grades K-8.

We will not go over in class size for 9-12 because teachers will be allotted a class period for virtual students.



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?

Virtual teachers will receive support through their PLT's. Other grade level teachers may provide additional supports as needed for monitoring and student support. Interventionists and/or Instructional aides can also offer support for interventions. Students will be monitored through their daily coursework but also through their CFA's, Unit Assessments, and/or I-Ready. These assessments will guide the teacher in interventions needed for the student to close the learning gaps.

The district will monitor monthly, as well as perform observations/evaluations to monitor the teacher and/or students. Information gathered through observation will be reviewed and adjustments made as needed.

Technology / Platforms

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

The Osceola School District will utilize Edgenuity and I-Ready as it's software application that will help teachers deliver content to students, administer and analyze assessments, track student progress, and manage records will implement a guaranteed and viable curriculum for K-12 with fidelity to ensure that each student is exposed to grade level work, strong instruction, deep student engagement with a commitment to high expectations for learning. These LMSs will be monitored by our onsite teachers. Although they will be used as the main source of curriculum, teachers may be flexible and create lessons that meet the needs of their students. The instruction provided by the teachers may include digital coursework, live-stream meetings, as well as the LMS used for the specific grade level.

OSD has opted to utilize Google Classroom as the simple computer framework application that will manage content in a central location. Clever has also been adopted as a system to house all teacher and student login information for smooth transitions to digital systems being utilized for assessment, intervention, and instruction.



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.

Grades kindergarten- 8th grade teachers will facilitate learning utilizing core content from I- Ready Classroom. Interventions will be driven by CFA's as well as Unit assessments, I-Ready Diagnostic assessment data reports. Students will access core instruction from these resources on the learning management system.

Grades 9-12 teachers will facilitate learning utilizing content from Edgenuity. Courseware curriculum is aligned to state standards. Courses combine direct-instruction videos with on-screen teachers with rigorous assignments, performance tasks, and assessment to engage students and gain subject mastery.

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 and/or Google Meets to have video communication with students. All students will receive computer devices that have webcams and video capabilities.

Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

The district will provide computer devices for student use. Individual hot spots will also be issued. The district will also provide drive-up access spots for students in need of internet service.

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.

All buildings will facilitate an orientation for parents at the beginning of the year to discuss the LMS for students as well as expectations for parents and students who will attend virtually.

Kindergarten- 8th grade students will be monitored during their zoom sessions. This will allow the teacher to monitor the wellness and safety of the students. Students who are 9th - 12th grade will be assigned a teacher who will monitor their progress and make contact if changes are noticed. This teacher (or staff assigned) will also have weekly contact with the students. Students who are receiving school based mental health will continue those services through their assigned provider.

Parents will have the option to pick-up meals for their student(s) three days per week. This may be done at one main campus. These meals will include both breakfast and lunch for all 5 days.



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.

Students will be monitored weekly through their progress in their learning management system. Students who are not showing progress will receive interventions from their virtual teacher. Students who are still not showing progress will be asked to come to campus for additional support for learning loss with an onsite interventionist, parent and student meetings with building administration, or transition back to on-site instruction.

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

Teachers will intervene when students are not making adequate weekly progress or are not engaged in zoom sessions or assignments. Those interventions may include but are not limited to- phone calls to parents and/or students, individualized student learning plan, and academic coaching. Students will be monitored based on specific goals to meet his/her individual needs, mandatory intervention time with teacher or interventionist, and/or after-school tutoring on specified skills. If the student is still not showing success, he/she might be required to return to on-site instruction.

Students may come for face-to-face instructional support during and/or after-school as needed or wanted. Students may continue or elect to enroll in school-based mental health services via the protocol of the service provider. All services provided by support programs, including special education, English Language Learner, or 504 plans, will be provided as required. Students will be required to meet onsite for DIBELS, and performance task projects and/or state assessments.



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

Students will have several forms of formative and summative assessments for monitoring progress and engagement. Engagement will be determined by attendance, discipline, continued consistent work ethics, and data from the previous year. These points of data will be used to determine progress and support growth.

Students in kindergarten - 4th grades will complete the beginning of the year DIBELS screening to find current levels. Follow up screening will be conducted mid year and at the end of the year.

Students in kindergarten- 8th grades will complete I-Ready assessments on-site for their state assessment three times per year. This assessment will also be used to monitor and disaggregate stretch growth.

Students will set goals each time and reflect to monitor if those goals were accomplished in both reading and math.

Teachers will complete weekly progress monitoring of students PLT's to address what do teachers do when students are struggling with learning. This will determine if students are on pace or if intervention is needed. Student well-being checks will also be conducted. Teachers can discuss progress with students and/or parents. Teachers in grades 9-12 will utilize formative and summative assessments throughout Edgenuity.

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

Dyslexia screening is provided virtually by the dyslexia interventionist from the building according to grade level. Dyslexia services and progress monitoring will be provided remotely during the normal school day with intervention staff.

Interventions will be provided based on the program requirements.

Digital learning students identified with characteristics that could be associated with dyslexia will receive synchronously streamed dyslexia interventions from the district's dyslexia interventionist or may also come on sight to receive dyslexia interventions.

Osceola School District will ensure all requirements of the dyslexia law are met for on-site and virtual/remote learners.



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

Osceola School District will ensure Gifted and Talented Program Approval Standards are met for virtual/remote learners. All second grade virtual students will complete the district universal screener on the same timeline as on-site students. The GT coordinator will make arrangements to ensure all students are tested. GT services will be provided remotely utilizing GT staff and the learning management systems. Services will be provided during the regular school day and services will be based on the program standards. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the district GT Coordinator. Students will have the option to participate in on-campus Gifted and Talented classes and/or enroll in accelerated G/T courses within the digital platform. Students in grades K-8 will be able to use Zoom and/or Google Classroom to participate in on-campus GT classes. Students in grades 9-12 will participate in GT classes on campus with a GT or advanced placement teacher.

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

Osceola School District will ensure all requirements of the LPAC plan are met for virtual/remote learners. ELL services will be arranged through the ESOL Coordinator. All ELPA 21 testing will be scheduled and provided through the coordinator. Accommodations will be provided through the learning management systems.

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



Special Education services and support will be determined by the IEP committee along with the Special Education LEA. This committee will determine the method for delivery of services that best meets the needs of the student (including parents) whether on-site or virtual. Virtual accommodations will be provided through learning management systems. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff. A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers. This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM and/or Google Meet sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student. Progress will be monitored at least yearly according to

IDEA guidelines. Evaluations and conferences may be held face-to-face or virtually using in a synchronous meeting (ZOOM and/or Google Meet), based on the parents' request. If the parent elects to have a face-to-face meeting, all current district protocols will be in place. The Virtual Teacher will attend via ZOOM / Google Meet, or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place. All attendees will attend the conference virtually. Documents will be shared electronically with parents and an electronic document signature software will be utilized. Teachers will use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

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

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



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 computer device to have access to the LMS. Digital accommodations include, but are not limited to: 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. Additional accommodations may be determined based on individual student needs.

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 with I-Ready Classroom Learning for kindergarten -8th grade. The district has purchased a site license with Edgenuity for 9th- 12th grades that includes all coursework for core subjects and some electives for the virtual students. Teachers may receive training (if needed) in the above platforms as well as Google Classroom. Virtual teachers will receive additional support from the district interventionists, curriculum coordinator, s as well as support through the grade level and content PLT's.

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 receive at least the minimum 200 minutes per week of planning time. Teachers can utilize this time to plan, review course materials, or PLT time. I-Ready Classroom Learning and Edgenuity can provide the instructional materials, but the teacher can adjust or create assignments as needed for their students. Virtual teachers will receive additional support from the district curriculum coordinator and interventionists, as well as support through the grade level and content PLC teams.

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.

Osceola School District does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices, or procedures. All OSD students have a district issued computer devices to complete work in any of our learning models including virtual students. Families needing technical support can contact a building administrator or parent liaison and/or technology personnel who will help troubleshoot the problem. Families may receive a mobile hotspot by contacting their child's school office, or making a request at the Admin Office. Parents and families without internet access have been advised of parking lot access at North Elementary School, Carroll Smith Elementary, Osceola Middle School, and Osceola High School.

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.

Parents and students are informed of on-site testing requirements when they request virtual instructions. They also receive testing dates through various platforms such as Dojo, Google Classroom, automated call-outs, school information boards, as well as individual calls. Osceola School District has a communication plan that will enable the use of all social media outlets, the district website, phone contact, and via mail, if needed. We will also utilize buses and home visits, if necessary, for parents that do not cooperate and bring students on-site to test. Those not cooperating will also be sent a certified letter.

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 monitor the effectiveness of digital options with daily monitoring of attendance and grades as well as I-Ready testing of reading and math skills three times per year. This will help determine instructional effectiveness. The district will conduct and analyze parent and student surveys and virtual teacher surveys and feedback. Campus administrators and interventionists will monitor online instruction. District administration will collaborate with Crowley's Ridge Co-op, AREN, Curriculum Associates, and Edgenuity consultants, regional colleagues, and others to support our teachers and monitor and adjust our programs and provide feedback for concerns about our program.



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)

Parents/families will be engaged in the digital learning process by gaining access to the parental portal of the LMS to monitor their student's progress. We will provide a parent orientation which will address key strategies for engagement and success in the virtual platform. Teachers will also conduct parent/teacher conferences. Parents also have access to tutorials on the learning management systems:

Informative videos for parents and students from I-Ready Classroom Learning and Edgenuity parent resource center will be utilized in parent night meetings.

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

<https://5il.co/wxwi>

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.surveymonkey.com/stories/SM-YMWTTVCJ/>

Policies

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1399890,

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1399890,

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1399890,

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