Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Little Rock School District (6001000)

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 #:	6001000
Superintendent:	Mike Poore
Email:	mike.poore@lrsd.org
Phone:	(501) 447-1000
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
6001017 - Bale Elementary School, 6001052 - Baseline Elementary School, 6001006 - Booker Arts Magnet Elementary School, 6001018 - Brady Elementary School, 6001021 - Carver Magnet Elem. School, 6001001 - Central High School, 6001079 - Chicot Elementary School, 6001077 - Cloverdale Middle School, 6001055 - David O.Dodd Elementary School, 6001073 - Don Roberts Elementary School, 6001007 - Dunbar Magnet Middle School, 6001075 - Forest Heights Stem Academy, 6001024 - Forest Park Elementary School, 6001048 - Fulbright Elementary School, 6001027 - Gibbs Magnet Elementary School, 6001013 - Henderson Middle School, 6001030 - Jefferson Elementary School, 6001083 - Little Rock Hall Steam Magnet High School, 6001082 - Little Rock Southwest High School, 6001081 - Little Rock West High School of Innovation, 6001035 - M.L. King Elementary School, 6001057 - Mabelvale Elementary School, 6001062 - Mabelvale Middle School, 6001003 - Mann Magnet Middle School, 6001020 - McDermott Elementary School, 6001033 - Meadowcliff Elementary School, 6001058 - Otter Creek Elementary School, 6001005 - Parkview Magnet High School, 6001076 - Pinnacle View Middle School, 6001038 - Pulaski Heights Elementary School, 6001010 - Pulaski Heights Middle School, 6001040 - Romine Elementary School, 6001041 - Stephens Elementary, 6001047 - Terry Elementary School, 6001059 - Wakefield Elementary School, 6001042 - Washington Elementary School, 6001078 - Watson Elementary School, 6001029 - Western Hills Elem. School, 6001043 - Williams Magnet Elem. School	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	Yes, LRSD will request this waiver; however, all students are expected to log in and complete instructional work each day. All virtual students will follow the same LRSD attendance policies and guidelines as onsite learners. Synchronous students will be expected to engage in daily live video conferencing platforms with cameras on and complete assigned coursework each day in all subject areas for attendance. Asynchronous students will be expected to complete assigned coursework each day in all subject areas for attendance. Teachers will take roll based upon completed assignments each day for asynchronous students.

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)	Yes, LRSD will be requesting a waiver for class size. Elementary- K- 1st grades (25 students), 2nd – 3rd grades (30 students), 4th – 5th grades (35 students), 6th grade (40 students per section/class with a 170 total student max) Secondary- 7th – 12th grades (40 students per section/class with a 170 total student max)
Teaching Load Number of students: 170 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	Yes, LRSD will be requesting a waiver for Teaching Load. LRSD will hire fully virtual teachers who will not have dual roles. In the event a teacher who is not a fully virtual teacher agrees to teach some virtual students, then they will be directly supported by the content leaders from the C&I team in developing and delivering instruction in a mixed format. Elementary: K- 1st grades (25 students), 2nd – 3rd grades (30 students), 4th – 5th grades (35 students), 6th grade (40 students per section/class with a 170 total student max) Secondary: 7th – 12th grades (40 students per section/class with a 170 total student max)

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	

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.
				Yes, LRSD will be requesting a waiver for the instructional day because the instructional day will vary for the digital learning day student. Virtual Learning options for students will include a choice between synchronous and asynchronous delivery. SYNCHRONOUS Teachers and students are engaged in teaching and learning that follows a structured daily schedule using educational and instructional technology. Students will follow an instructional daily schedule that begins at 8 a.m. and ends at 3 p.m. each day. Students daily schedule will include specific times when students will connect with their assigned LRSD teacher via an interactive video conferencing application to receive real-time instructional support Synchronous Video http://media.connect2digital.org/DESE/Example1.mp4 ASYNCHRONOUS Teachers and students are engaged in teaching and learning at different times and different locations using educational and instructional technology. Teachers act as facilitators of learning, and do not provide direct instruction through scheduled meetings. Students engage in self-paced learning either designed by their teacher or lesson designed by approved curriculum content providers via Schoology. LRSD teachers will act as facilitators of learning by providing support and monitoring student progress. Asynchronous Video http://media.connect2digital.org/DESE/Example2.mp4

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LEA INSIGHTS

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			Yes, the LRSD will request a waiver for the number of clock hours because the students may not need the max. number of hours to master a course.
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)	Yes, The District requests a waiver from the RECESS requirement since all students will be remote, except for the academic support. The instructional day for students will not max to 6 hours a day for the K-5 students.

Digital Model

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

Interaction / Delivery

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

Teachers and students are expected to be engaged in teaching and learning at the same time through educational and instructional technology. LRSD will hire fully virtual teachers who will not have dual roles. In the event a teacher who is not a fully virtual teacher agrees to teach some virtual students, then they will be directly supported by the content leaders from the C&I team in developing and delivering instruction in a mixed format. Learning options for students will include a choice between synchronous and asynchronous delivery. In order to ensure that our K-6 students are receiving the necessary Literacy instruction and support and that our K-6 teachers are able to provide the necessary instruction and support that are in alignment with the Science of Reading, K-6 students will be required to attend synchronous Literacy instruction. Our K-2 students will be expected to engage in direct synchronous, in order to ensure that they receive the foundational literacy skills and mathematical skills that are needed in the upper elementary grades.

Teachers and students are engaged in teaching and learning that follows a structured daily schedule using educational and instructional technology. Students will follow an instructional daily schedule that begins at 8 a.m. and ends at 3 p.m. each day. Students' daily schedule will include specific times when students will connect with their assigned LRSD teacher via an interactive video conferencing application to receive real-time instructional support. The teacher will be expected to provide direct instruction, small group instruction, and/or activities for student engagement during synchronous learning times. The teacher will also monitor student learning by reviewing student work, providing opportunities for individual feedback

SYNCHRONOUS
Teachers and students are engaged in teaching and learning that follows a structured daily schedule using educational and instructional technology. Students will follow an instructional daily schedule that begins at 8 a.m. and ends at 3 p.m. each day. Students daily schedule will include specific times when students will connect with their assigned LRSD teacher via an interactive video conferencing application to receive real-time instructional support
ASYNCHRONOUS
Teachers and students are engaged in teaching and learning at different times and different locations using educational and instructional technology. Teachers act as facilitators of learning and do not provide direct instruction through scheduled meetings. Students engage in self-paced learning either designed by their teacher or lesson designed by approved curriculum content providers via Schoology. LRSD teachers will act as facilitators of learning by providing support and monitoring student progress.

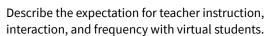|	
What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.	LRSD Digital Learning Academy (DLA) will provide students in grades K-12 with a virtual learning experience that allows for student voice and choice. Students enrolled in LRSD Digital Learning Academy will have flexible learning options, and enriching learning experiences. Teachers in the Digital Learning Academy will provide instruction through live-streaming, digital coursework, as well as computer-based platforms. DLA students will attend school online and work with LRSD teachers to complete learning activities, both teacher-guided and independently, that hold to the same standards, concepts and graduation requirements as students in traditional classrooms. DLA students will have face-to-face learning support opportunities provided during their teachers' office hours each week.
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.	Yes, LRSD Digitial Learning Teachers will provide primarily remote instruction.

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

LRSD DLA is committed to providing support for online students through:

Weekly grade and attendance checks
Timely grading and feedback of assignments within a 72-hour period
Academic tutoring, RTI (Response to Intervention)/Intervention time through one-on-one time during teacher office hours
Academic meetings with parents, teachers and administration when needed

If a student drops below 70%, then he/she will be required to participate in intervention support, which may include reporting to the Academy for face-to-face time with teachers. If academic progress does not improve, a meeting will be held with an administrator, parent and teachers to determine if the Digital Learning Academy is the best instructional option for the student.

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?

The District will cap each grade level at the designated numbers ((Elementary-K- 1st grades (25 students), 2nd – 3rd grades (30 students), 4th – 5th grades (35 students), 6th grade (40 students per section/class with a 170 total student max); Secondary- 7th – 12th grades (40 students per section/class with a 170 total student max)) and will provide additional resources and supports for teachers; it is also expected that the slight increase in class size will be manageable. Teachers will receive specialized professional development on digital teaching and learning.

The Executive Directors of Elementary and Secondary Ed and C&I will be in direct contact with the principals regarding additional supports that are needed for class size or teacher PD needs. The virtual academy will have an instructional technology specialist, counseling services and specialized professional development starting in the summer of 2021. This PD will continue throughout the school year. The professional development provided will focus on student engagement and teaching in the virtual environment. Teachers will be expected to collaborate regularly to review best practice, work on lessons and review student data.   The district will utilize ESSER funding to provide digital curriculum and instruction supports as needed.

The District will provide additional resources and supports for teachers; it is also expected that the slight increase in class size will be manageable. Teachers will receive specialized professional development on digital teaching and learning.
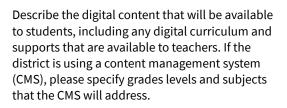
If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

The Executive Directors of Elementary and Secondary Ed and C&I will be in direct contact with the principals regarding additional supports that are needed for class size or teacher PD needs. Reports from eSchool will be used to ensure that the teachers do not go over the allotted number of students. The principal will also meet with teaching staff to check on students' progress. Counselors will be dedicated to the digital learning academy so that they can provide regular check-ins with students and monitor their progress. The virtual academy will have an instructional technology specialist, counseling services, and specialized professional development starting in the summer of 2021. This PD will continue throughout the school year.

The professional development provided will focus on student engagement and teaching in the virtual environment. Teachers will be expected to collaborate regularly to review best practices, work on lessons, and review student data. The district will utilize ESSER funding to provide digital curriculum and instruction supports as needed.

Technology / Platforms

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

LRSD will utilize Schoology for its learning management system.

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.

Teachers in the Elementary Digital Learning Academy will provide instruction through live-streaming, and pre-designed digital coursework, as well as, computer-based platforms.
EDLA students will attend school online and work with LRSD teachers to complete learning activities, both teacher-guided and independently, that hold to the same standards, concepts/skill and mastery requirements as students in traditional classrooms.Regardless of whether you choose Synchronous or Asynchronous learning for your student, all students are guaranteed a sustainable and viable curriculum based on essential standards set by LRSD teachers that meet all requirements established by the Arkansas Department of Education.

Asynchronous students will follow a prescribed curriculum through Edmentum for most classes. Some specialty classes and extracurricular classes will require following the instructor's pacing guide following a curriculum based on essential standards set by LRSD teachers that meet all requirements established by the Arkansas Department of Education.

Synchronous students will complete lessons and assignments at the same pace as as other students in the class using a curriculum based on essential standards set by LRSD teachers that meet all requirements established by the Arkansas Department of Education.

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.

Zoom
Microsoft Teams

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

Students will be provided a district chromebook, and a hot spot, if needed. The District will provide any additional resources and supports to students, when needed.

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.

Wellness/Safety: Meals will be available for pickup. A schedule and plan will be developed and shared with parents so that they are aware of the meal plan. Counseling services will be available for students in the virtual learning format as well as in-person for all students.

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.

Ensuring the success of virtual learning takes a partnership between students, teachers and parents.

Parents will be expected to:
Attend Parent Orientation with your student, either in-person or virtually.
Adhere to the Virtual Student Contract.
Review the weekly grade checks with your student.
Communicate with your student's teachers if your student needs help.
Provide a learning environment that is appropriate for all students in the instructional session.

Students will be expected to:
Attend Parent Orientation with your parent (or guardian), either in-person or virtually.
Adhere to the Virtual Student Contract*.
Use district issued devices for attending instructional sessions.
Attend required instructional sessions with camera on.
During instructional sessions: dress appropriately and limit distractions in the learning environment.
Submit all coursework on time.
Complete the weekly grade checks.
Communicate with your teachers when you need help.

*If a student contract is not upheld, then the student may be required to return to onsite learning at their home school.

LRSD Digital Learning Academy – Ensuring Student Success!

LRSD DLA is committed to providing support for online students through:

Weekly grade and attendance checks
Timely grading and feedback of assignments within a 72-hour period
Academic tutoring, RTI (Response to Intervention)/Intervention time through one-on-one time during teacher office hours
Academic meetings with parents, teachers and administration when needed

If a student drops below 70%, then he/she will be required to participate in intervention support, which may include reporting to the Academy for face-to-face time with teachers. If academic progress does not improve, a meeting will be held with an administrator, parent, and teachers to determine if the Digital Learning Academy is the best instructional option for the student.

Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.	If a student drops below 70%, then he/she will be required to participate in intervention support, which may include reporting to the Academy for face-to-face time with teachers. If academic progress does not improve, a meeting will be held with an administrator, parent, and teachers to determine if the Digital Learning Academy is the best instructional option for the student.
Describe the district or school's formative assessment plan to support student learning.	All virtual students will take local assessments (teacher-created assessments) through their appropriate platform(s). All students will be required to take NWEA, ACT Aspire, ELPA21 assessments/screeners ONSITE at the virtual academy location TBA with other virtual students during scheduled testing sessions. Dates and times of the required onsite assessments/screeners will be shared in advance at the beginning of the year.
Describe how dyslexia screening and services will be provided to digital learning students.	The district will ensure all requirements of the dyslexia law are met for on-site and remote learners. Students will be scheduled specific meeting times for online support based on their needs and goals as required by the student's identified support tier. Students will be screened and supported according to the LRSD Dyslexia Plan.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	

All requirements from GT Program Approval Standards will be met for the K-12 gifted program for remote learners.

The consultant model will be used to provide GT services for all K-5 virtual students.

● All K-2nd grade students will receive enrichment lessons provided by GT Specialist via

the virtual learning option selected.

● Identified 3rd - 5th grade students will receive a blended model of GT services using the

consultant model. This includes both virtually assigned enrichment content, as well as, real-time instructional support.

Identified 6th grade students will be enrolled in pre-advanced placement sections of specific core subject classes.

Grades 7-12: Students will have the opportunity to participate in accelerated, pre-AP, or AP courses.

Students will also have the opportunity to participate in clubs and extracurriculars that enrich the learning experiences of the GT student.

A certified GT Specialist will provide additional support to students. GT students are offered at least a 30 minute monthly affective needs meeting to support them. These monthly meetings can address study skills, college and career planning, and the student's topics of interest. They further serve to do student progress checks and to make sure that the students are getting the affective needs/social-emotional support needed.

| Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students. | The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. The student's LPAC team will schedule a support meeting to determine the accommodations needed for the child to be successful in the selected digital learning environment. While the team will make a recommendation, the final decision on placement will be the parents decision. The synchronous learning option yields the best outcome for students who are emergent and progressing language learners as identified by the ELPA21 assessment. The asynchronous learning option may prove extremely challenging for an emergent language learner. |

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 AND 504

Special Education support will be provided to teachers who have students with IEPs/ 504 plans. The administrators will provide a list of students to the District's Special Education department; the Department will review the list of the students for any students who currently have IEPs and will provide the necessary support accordingly. Special Programs will provide services and supports per IEPs for students in the Virtual Academy. Related services will also be provided (Speech Therapy, OT and PT). Special education teachers will work with general education teachers to provide the appropriate classroom modifications.

For students with section 504 accommodation plans, the virtual school/building 504 Coordinator will be responsible for ensuring that accommodations are shared and implemented for students.

Child Find – (Locate, identify, and evaluate) this process will be available to all students in the Virtual Academy. A School Psychology Specialist (s) and sped team will be assigned to students who attend the Academy. Referrals may be made to the Virtual Sped designee or district Sped Supervisors. Sped designees will consult with teachers and monitor the progress towards IEP goals and attendance of IEP students throughout the school year.

Appropriate accommodations and modifications that will best support student learning for each virtual learning option will be discussed and determined by the IEP/504 teams (including the student's parents).

● Break-out rooms will be available for small group sessions during synchronous real-time instruction.

● A Direct studies course may need to be offered on a very limited basis.

The student's IEP team will provide a support meeting to determine the accommodations needed for the student to be successful in the digital learning environment. While the team will make a recommendation, the final decision on placement will be the parents' decision.

Special Education evaluations and conferences will be held via the digital platform (zoom); parents will also have an option to meet in person for the conferences and evaluations.

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.

Students will receive counseling services by a designated counselor that will serve Virtual Learning Academy students. Regular weekly/monthly counseling services will be provided using the virtual learning option delivery method.
● Both asynchronous and synchronous learners will be required to video conference with the counselor in real-time at least once a month.
● Counselors will design and provide specific age appropriate social emotional lessons that focus on supporting the needs of virtual learners.

Ensuring the success of virtual learning takes a partnership between students, teachers and parents.
Parents will be expected to:
● Attend Orientation with your student, either in-person or virtually.
● Complete a Schoology basic skills course.
● Create and maintain a parent/guardian account on the academy communication platform.
● Review all electronic communication
● Adhere to the Virtual Parent Contract.*
● Review weekly attendance/grade checks with your student via Schoology/Home Access Center (HAC).
● Communicate with your student's teacher(s) if your student needs help or you have questions.
● Provide continuous internet access in the home (either parent provided or district-provided via hotspot)
● Provide a learning environment that is appropriate for all students in virtual instructional sessions.
Remember, everyone can hear and see what happens when a student is in a video conference- appropriate dress and language must be used at all times.
Students will be expected to:
● Attend Orientation with your parent/guardian, either in-person or virtually.
● Complete the student Schoology basic skills course.
● Adhere to the Virtual Student Contract*.
● Use district-issued devices for attending instructional video sessions.
● Attend required instructional and service sessions.
● Keep the district distributed device in their learning environment to protect the district resource from
breakage and/or damage.
● Follow virtual instruction/service session norms including following the LRSD dress code and limiting
distractions in the learning environment.
● Submit all coursework on time.
● Complete weekly grade/attendance checks with your parent/guardian and homeroom teacher.
● Communicate with your teacher(s) when you need help or have questions.

Teachers will be expected to:
● Create and deliver high-quality instruction that engages students.
● Conduct weekly grade/attendance checks and communicate with both students and parents.
● Grade submitted work and provide feedback of assignments within two

student contact days.
● Provide academic tutoring via Response to Intervention (RTI).
● Participate in academic meetings with parents, students, and administration when needed.
● Provide support for parents/students with all digital tools utilized.
*If a student contract is not upheld, then the student may be required to return to onsite learning at their home school.

Teacher Supports

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

The District will provide ongoing training and support for teachers, staff, and leaders who are in the Digital Learning Academy, i.e. Professional Learning Communities- collaborative meetings on a weekly basis. Teachers will be expected to plan each day for instruction. The District will provide a host of resources and support for teachers to use with digital learning. Specialized professional development starting in the summer of 2021 and continuing throughout the school year that focuses on student engagement and teaching in the virtual environment will be provided to virtual teachers. The district will utilize ESSER funding to provide digital curriculum and instruction supports as needed. In addition, digital teachers will work with counselors to make biweekly meetings on students' and teachers' progress throughout the year. Our building and district level administrators checking in with digital learning teachers and complete Classroom observations. The district support will
come from Executive Director of Curriculum & Instruction, Executive Directors of Elementary and Secondary Education.

| 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 be expected to plan each day for instruction. Teachers will be given at least 200 minutes per week to plan for instruction. Teachers will be given additional time to meet with individual students or smaller focus groups. The District will provide a host of resources and supports for teachers to use with digital learning, such as specific professional development that relates to teaching on a digital platform to multiple learning styles. Digital Learning Academy Teachers' will be expected to develop PGPs based upon their knowledge of teaching in a digital platform. Ongoing support will be provided for teachers through the Director of Special Services, Executive Director of Curriculum & Instruction, Director of Professional Development, Director of Technology, and the Executive Directors of Elementary and Secondary Education. |

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. | https://www.lrsd.org/cms/lib/AR02203631/Centricity/Domain/211/LRSD%20Section%205%20-%20CURRICULUM%20efw%20edits%204-13-2021.pdf |
| 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. | |

Will the expectation to test on-site be included in the student contract? Yes. Please note that the ACT at Grade 11, Dynamic Learning Maps, and PSAT are also required to be administered on-site. Provide a description of the plan to communicate with families regarding summative assessments on-site. In the student contract, there will be a paragraph/bullet that explicitly states that students enrolled in the digital academy are required to participate in state assessments, in-person when required. There are no opt-out options. Include how the district will plan for parents who do not cooperate to bring students on-site to test. The district will make every effort to support the parent with the concerns or roadblocks that prevent the parent from bringing the student onsite - such as providing a private testing environment, transportation to and from school on the day of testing and reasonably accommodating student needs. Any student who's parent refuses to bring them on-site to participate in state required assessments in-person when required will forfeit the option to attend the digital academy.

All virtual students will take local assessments (teacher-created assessments) through their appropriate platform(s).

All students will be required to take NWEA and state-mandated assessments ONSITE during a scheduled testing session.

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 utilize NWEA, teacher/student attendance, discipline, TESS/LEADS and login/engagement data to review the program throughout the year. This data will be compared to traditional schools in the district to compare the effectiveness of the program. Student and Parent surveys will be utilized to collect qualitative data on satisfaction with the program and suggested enhancements. The district will develop and utilize a rubric for the overall evaluation of the program. The Director of Assessment and Accountability will oversee this process and data review. The counselors will meet on a consistent basis with students to monitor grades and progress and their SEL needs. If the student was previously a virtual student, the student should have been successful with satisfactory attendance and received passing grades in all subjects. If the student was previously a virtual student and not successful, a meeting between the principal, parent and student will be required before enrollment approval will be granted.
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 will provide Chromebooks and hotspots (if needed) for all students who are attending the Digital Learning Academy. The District, in partnership with the schools, will provide frequent and ongoing communication to parents via email, Schoology, and video conferencing. Schoology will be utilized across the district for providing digital lessons. Parent and student training on Schoology will be provided at the start of the school year from the district. This course will be provided in both Spanish and English both live and self-paced. Follow-up support will be provided via the academic help-line and parent academies. Teachers will be expected to: ● Create and deliver high-quality instruction that engages students. ● Conduct weekly grade/attendance checks and communicate with both students and parents. ● Grade submitted work and provide feedback of assignments within two student contact days. ● Provide academic tutoring via Response to Intervention (RTI). ● Participate in academic meetings with parents, students and administration when needed. ● Provide support for parents/students with all digital tools utilized.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/1hml8dTFUZh2XVKgyZ-DY60fBHE4Boqd8/view?u
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/document/d/1k1xg3_h5BLJKazL9DpXeZq_ipPVCplii5H

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	The District will adhere to the attendance policy for all students; https://www.lrs
Please provide a link (URL) to the discipline policy for digital learning students.	The District discipline policy will cover all students. https://www.lrsd.org/cms/lik
Please provide a link (URL) to the grading policy for digital learning students.	The grading policy will cover all students, include the digital learning students. H

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