Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Lafayette County School District (3704000)

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 #:	3704000
Superintendent:	Robert Edwards
Email:	edwardsr@lcs.k12.ar.us
Phone:	(870) 921-5500
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
3704007 - Lafayette County Elementary	K-6	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
3704013 - Lafayette County High School	7-12	Asynchronous	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)	

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.
				The District is applying for an attendance waiver for asynchronous learning where students and their families have some degree of control over time. Measurement of the frequency of attendance will be based on engagement. Students enrolled 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. Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled Zooms, and completes and submits assignments according to the specified due dates. Adjustments may be made to meet a student's IEP, 504, or LPAC plan. If extenuating circumstances require the student to use longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and parent to create an action plan so that the student can be successful. During AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan. The school secretary will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent for that day. District policies and practices regarding student absences apply to virtual students. Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete

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.

assignments, the Virtual Campus Coordinator will work with the District Connection Coach to create personalized student success plan.

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)	We are not requesting additional waivers for class size. The class size waiver will not be needed in K-6. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms. The Virtual Teacher 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: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf , and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load: http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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: https://dese.ade.arkansas.gov/Files/2021012209 5035_FINAL_Distance_and_Digital_Learning_Rul es.pdf, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load http://adecm.arkansas.gov/Attachments/Class_S ize_and_Teaching_Load_Rules_101205.pdf

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	We are requesting the waiver. Research shows students in grades K-6 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. Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn on their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.
Clock Hours	1-A.2			We are requesting the waiver for clock hours. Students in grades 7-12 may not need 120 clock hours to master course content since they will have flexibility of time, place, pathway, and pace.

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.
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)	We are requesting a waiver regarding the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health.

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.

Lafayette County School District will use Arkansas Rivers for its K-6 digital option and Virtual Arkansas for its 7-12 digital option.

K-6 ARESC

The Lafayette County School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our virtual option. ARESC will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the Connection Coach: Opal Anderson, Asst. Superintendent of Federal Programs/Curriculum that will serve as the liaison for virtual families, ARESC, and the District. The District will work hand-in-hand with ARESC to serve the needs of every virtual student.

A combination of high-yield asynchronous and synchronous methods will be utilized for Virtual Teachers: and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature 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 content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. Virtual Paraprofessionals will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs. All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. In order to meet the requirements of K-2 R.I.S.E, virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as: phoneme awareness, decoding, and vocabulary. Synchronous sessions will be required and others optional, depending on the progress/needs of the student. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower

attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions. Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise. Special services will be coordinated between the Virtual Campus Coordinator: https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing and the District Connection Coach: https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing
 On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments. This on-site face-to-face time will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach. Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.
Virtual Teachers are expected to interact with the digital content and individual students on a daily basis. Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student.
Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools. Some may mirror strategies within our building classroom. Others may be specific to an effective virtual classroom. Virtual Teachers will utilize research-based strategies during instruction:
Whole group
Small group
One-on-one
Hands-on projects
Cooperative learning
Collaborative projects
Independent projects
Choice of assignments
Activities that encourage student's voice
Daily and weekly progress monitoring
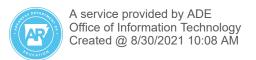Science of reading
Point-in-time intervention
Enrichment opportunities
Math quest
Grasping phenomenal science
Virtual office hours for support
Educational games
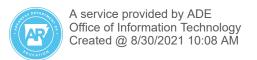
Educational games
Interactive online quizzes

7-12 Virtual Arkansas
Virtual Arkansas is a virtual/remote learning experience that harnesses the benefit of synchronous or "live" instruction combined with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. Students are provided the opportunity to attend two Zoom sessions per week with one being required, per content area, and request additional one: one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request an additional one:one Zoom session as needed. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. 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.

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.

K-6 ARESC
As a member of the ARESC K-6 Virtual Academy Consortium, the Lafayette County School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.

7-12-Virtual Arkansas
Grades 7-12 will utilize virtual/remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place virtual/remote.

Students in need of additional support will interact with the instructor individually or in small groups, synchronously as determined by their individual IEP, 504, ELL, and/or RTI plan. This support will be scheduled during the school day.

Students that choose to learn remotely are still a part of the Cougar family. Lafayette County School District will ensure that remote learners and their families will have equal access to the same opportunities as students learning onsite.

Examples include but are not limited to the following:
Parent Nights / STEM Nights / PTO Activities
One Book, One School
Book Fairs
Parent / Teacher Conferences
Athletics / Extracurricular Activity Participation
Club Meetings / Competitions
Guest Speakers
Award Ceremonies / Graduation
School Pictures

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.

K-6 ARESC
As a member of the ARESC K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.

7-12 Virtual Arkansas
Lafayette County School District will use Virtual Arkansas for grades 7-12 for the delivery of instruction for students that are 100% virtual. Virtual Arkansas will provide Arkansas certified teachers of record. Virtual Arkansas is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. Virtual Arkansas teachers will be dedicated to only virtual learners.

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

K-6 ARESC

During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily. Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content. With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely.

Virtual Teachers will also have office hours where students may receive additional support or ask questions.
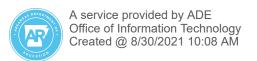
7-12 Virtual Arkansas

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

Students will utilize Virtual Arkansas courses virtually from home. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. 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.

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?

K-6 ARESC
We are not requesting additional waivers for class size.
The Virtual Teacher 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

7-12 Virtual Arkansas
Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.
Students will utilize Virtual Arkansas courses virtually from home. Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed.
Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas.
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.

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?

K-6 ARESC
We are not requesting additional waivers for the teaching load. Virtual Teachers provide 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.

7-12 Virtual Arkansas
Teachers responsible for remote learners will have access to Canvas Learning Management System with digital course work through District-created instructional units, Edgenuity, Lexia, Reading A-Z, Illustrative Mathematics, Mystery Science, Generation Genius, Science A-Z, Discovery Education, and Virtual Arkansas. Ongoing, job-embedded, and customized professional development will be provided for teachers. This includes support from District staff, Team Digital, and our partners at Arkansas River Educational Cooperative.

Teachers will be provided additional support to monitor and provide student services.
-A counselor and administrator will be assigned to support virtual learning and remote students.
-For teachers teaching more than the onsite teaching load, a paraprofessional will be provided to assist.

The district will monitor the effectiveness of supports and the need for additional supports through the Professional Learning Community process as well as by monitoring student progress using coursework and assessments.

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 requirements would not apply as per DESE Rules Governing Class Size and Teaching Load.

Technology / Platforms

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

K-6 ARESC

The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses. The learning management system will be layered with a supplemental software called Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Students are assigned a color code each day that identifies them as 1) Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3) Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.

7-12 Virtual Arkansas

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas (Grades 7-12).

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.

K-6 ARESC
Lafayette County School District Virtual Academy will have access to all LCSD content.
Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.
In addition, the following digital content will be available for use: K-2 My Heggerty curriculum videos, K-5 Lexia Reading Supplement, K-12 Illustrative Mathematics digital platform, K-5 Mystery Science, K-8 Generation Genius, Kami, and Edulastic.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards. 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 content is designed to provide point-in-time resources and support.

The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River Education Service Cooperative Content Specialists, and the Virtual Campus Coordinator.

Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

7-12 Virtual Arkansas
7-12 Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

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.

Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. ZOOM 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 Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support.

7-12 Virtual Arkansas
Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their Virtual Arkansas teacher. The Zoom software is downloaded to the district-provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. The Zoom link and Zoom schedule is placed in a common location within each course.

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.

Each 100% virtual student will be assigned a district device that is CIPA compliant. Students who do not have reliable internet service may apply for a district-issued CIPA compliant hotspot. Wi-Fi will be available on each campus in posted areas.

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.

Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families. Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students.

District counselors and social workers will be incorporated during collaborative meetings with Virtual Staff to discuss strategies to identify and respond to student behavior. The district's school counselor will intervene when students and/or families are struggling with non-academic factors.

Lafayette County School District will continue to make available both lunch and breakfast for our virtual students. We will also provide access to either onsite or virtual sessions with the school counselors in addition to the school-based mental health providers. Also, students who have food insecurity may pick up food backpacks on campus each Friday.

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.

Student learning and engagement will be monitored daily. The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in.

K-6 ARESC

To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard. This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list. If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.

7-12 Virtual Arkansas

Virtual students in grades 7-12 have access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real-time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or performing at or above grade-level standards. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. The district's designee will reach out to the student and/or student's parent to determine what additional supports may be needed up to and including the student returning to onsite instruction.
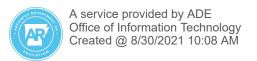
Academics will be monitored based on formative assessments. The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making. Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.

Lafayette County School District has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real-time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

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

Virtual Teachers will provide Response to Interventions (RTI) for each student. If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions.
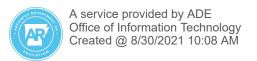
Tier I interventions will be provided during virtual classroom instruction and processes. Tier II interventions will be targeted to small groups or one-on-one.

Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed. Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions. The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff. The plan will require synchronous and/or asynchronous interventions depending on the student's needs. If Tier III interventions are determined to be necessary for student success the interventions will be provided by trained school or contracted personnel. Evidenced-based, intensive instruction will be provided in addition to the regular instruction. Progress will be monitored at least once a week. Tier III interventions will be provided by well-trained staff members including teachers, specialists, and/or outside service providers if needed.

7-12 Virtual Arkansas
Virtual Arkansas teachers have been 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 and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks.

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

Virtual teachers will formatively assess student learning and provide interventions as part of daily instructional practices in both asynchronous and synchronous content delivery. Written formative assessments and planned interventions will occur in a weekly cycle.

Virtual teachers will also formatively assess students during the synchronous sessions very similar to the formative assessments administered by the on-site classroom teachers.

Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints.

Progress will be closely monitored using data from assessments which will determine the teacher's next steps with the students. Students will receive support such as one-to-one tutoring, peer groups, and additional tiered support as needed. Each student will be closely monitored to see if progress is being made. Teachers and students will meet virtually or face-to-face to determine a weekly goal.

In addition to the 4 ½ week progress reports, teachers will update grades weekly and provide feedback to parents and students through the Canvas Learning Management System.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-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 will require weekly live Zoom meetings to conduct informal formative checks to ensure clarity for students on asynchronous learning tasks.

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

The Lafayette County School District will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and will update our plan to include virtual students as appropriate.

If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented through the virtual staff to ensure services are received.

During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.

Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty. This training will include strategies for identifying students during both asynchronous and synchronous interactions.

K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.
Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.

3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments. The components for the initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. 3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.
After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring. [Districts should add information about how they are going to communicate with Virtual Parents regarding Level II screening results, progress monitoring, and student engagement in dyslexia services.]

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing.
District interventionists will deliver Tier II and III interventions.

Lafayette County School District interventionists will deliver Tier II and III interventions.

Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the RTI process. The Virtual Teacher will monitor how the student is doing on grade level work. This will be communicated with the interventionist. District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the Level II. Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous ZOOM sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.

Interventionists will serve both virtual and onsite students as their schedule will allow (See LCSD Dyslexia Handbook below.)

Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback. Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district

will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time. Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.

Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.
Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions.
All equipment and resources needed to provide services to virtual students will be provided by the District.

All dyslexia law requirements will be met for on-site and virtual learners.
https://www.lcscougars.org/538109_3

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

For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

The school district GT brochure is available at:
https://www.lcscougars.org/303484_2

7-12 Virtual Arkansas
All current Virtual Arkansas teachers have been trained with the GT Secondary Course Content training and have support for gifted learners provided within the course as well as a representation of those learning offerings for documentation for partnering schools. New hires will also be expected to attain this training if they do not already have it. Additionally, Virtual Arkansas provides student perception surveys sent out each semester asking for student feedback on their learning experience. A parent perceptions survey will be conducted as well. Teachers are also encouraged to do informal surveys with students regarding the course learning experience throughout the year. Students will be able to use Zoom or Google Classroom for G/T services.

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

Lafayette County School District will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.

If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.

During virtual learning, students who have been identified as needing ESOL/ESL support will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL 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), and many other features/accommodations. For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction. District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.

To access the school's ESOL/ESL policy, select the following link
https://www.lcscougars.org/303478_2

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

If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents.

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 Zoom, 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.

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 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 synchronous meeting software (ZOOM), 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 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 using synchronous software (ZOOM). Documents will be shared electronically with parents and an electronic document signature software will be utilized.

Virtual Teachers 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, Virtual 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

Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.

Lafayette County School District will contract with teletherapy providers to provide the speech language, physical therapy, occupational therapy children with disabilities need to receive a free appropriate public education (FAPE) as set forth in their IEPs. Speech-language therapy, occupational therapy, physical therapy, and behavioral health -- even speech-language and pyscho-educational evaluations -- will be provided virtually. During a speech, occupational therapy or mental health session, the student and therapist will use ZOOM, webcams, headsets and an online learning environment to see, hear, and interact with each other.

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-6 ARESC
All virtual teachers and virtual paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images. Digital content will be printable for font and font size control by students and families. Interventions may be held face-to-face at a physical location or provided using online tools through the LMS. Tools will include interactive whiteboards through Canvas, annotation tools, mirror image setting, text-to-speech translators, text magnification, screen color contrast, speech-to-text transcribers, and other accessibility tools.

7-12 Virtual Arkansas
Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports

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

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

Grades 7-12 will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technical support specialists to assist with any technology.
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 there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator 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?

Virtual Teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation.

K-6 ARESC

Prior to the start of school, the ARESC K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff.

Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students.

7-12 Virtual Arkansas

Grades 7-12 will be utilizing Virtual Arkansas for our digital content and digital instruction solution. Virtual Arkansas teachers will utilize a curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to the facilitator(s) through Virtual Arkansas' Facilitator Coordinator.

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 Lafayette County School District to provide equal opportunities without regard to race, color, national origin, sex, age, qualified handicap, or veteran in its educational programs and activities.

The District will afford the same services and educational opportunities to foster, migrant, military, and/or students in poverty that are afforded other children and youth whether virtual or on-site.

All Lafayette County School District students have a district-issued Chromebook to complete work in any of our learning models including Virtual School. Students have devices that are appropriate for their given grade level.

Families in need of internet services may apply for a Hotspot by contacting the Central Office at (870) 921-5500.

LCSD will continue to follow the requirements of the McKinney-Vento Act for students and families. Homeless children and youth will have access to appropriate public education and be given a full opportunity to meet state and local academic achievement standards. Homeless and at-risk students will continue to be helped with any support services needed. LCSD virtual students that are coded as Homeless shall be included in statewide and district-wide assessments and accountability systems and be free from discrimination, segregation, and harassment. LCSD shall remove all barriers to immediately enroll homeless children and youth in a qualified school and their access to academic and extracurricular activities. The District will continue to monitor our foster students, homeless students, and students that have court involvement/FINS.

The local school/district will provide all appropriate testing and support services for qualifying students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district

may communicate to parents and test digital learning students at a district site.

The Lafayette County School District Test Coordinator will work with the Lafayette County Virtual Academy administrators to coordinate assessments for remote learners.

All parents and students will be informed of the required onsite assessments during orientation. Lafayette County School District's contact will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments.

LCSD requires all students to take the summative state assessments onsite. Time will be scheduled for virtual students to attend on-site testing. Flyers, emails, e-notes, and phone calls will be used to communicate the guidance on summative testing.

All K-12 virtual students will be required to do statewide summative and school/district required testing (NWEA or ACT Aspire Interim) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis by Pearson and Virtual Arkansas personnel.

Virtual Arkansas requires trained proctors for major assessments. Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

Lafayette County School District's plan for students to take proctored assessments includes NWEA and ACT Aspire. Lafayette County School District will communicate and distribute information to parents regarding required statewide summative assessments via mail, e-notes, and all social media platforms. Students must attend onsite state-mandated testing. Special accommodations (504 or IEP) will be made based on the students' needs.

LEA INSIGHTS

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.

Lafayette County School District Virtual Academy will be closely monitored for effectiveness by the Lafayette County School District Superintendent, Assistant Superintendent of Federal Programs/Curriculum and Lafayette County Administrators in partnership with stakeholders, including parents and students.

We will follow TESS and LEADS for teacher and administrator evaluations with scheduled and non-scheduled virtual classroom visits.

The content in the LMS will be reviewed to ensure the standards are being met.

Student learning will be monitored through formative and summative assessments. The District and Lafayette County School District Virtual Academy staff will engage in monitoring, assessing, and reflecting on data in order to make decisions regarding the next steps toward continuous improvement.

Parent and staff surveys will be conducted once each semester to monitor the effectiveness of the services. Family and student surveys will be used to measure climate, culture, and family engagement.

Periodic stakeholder meetings will be scheduled to discuss the effectiveness of the program.

Common district and state assessment data as well as formative and summative assessments will be used to measure academic achievement.

Onsite and virtual students will be held to the same pacing, expectations, and standards. Assessment data will ensure equity between both instructional models.

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)

Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.

Lafayette County School District's Assistant Superintendent of Federal Program/Curriculum will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.

The Lafayette County School District Virtual Academy staff will work to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state). Resources may include counseling services, additional training, food pantries, clothes closets, and assistance programs.

A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of ZOOM, LMS tools, email, phone, text, and face-to-face communication channels.

Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.

Families will be provided the office hour schedules of teachers, counselor, and administrator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support.

Families will have access to student assignments, a calendar of events, and due dates through the Canvas LMS by becoming peer observers. This will allow parents to support and engage in the day-to-day activities with their child. In addition, staff will keep students and families apprised of school events and clubs in which they may wish to participate (e.g. morning announcements, bulletins from the school).

Teachers will encourage and expect parent and student voice and choice. We will build capacity in students and families to effectively engage in digital learning.

The Lafayette County School District Virtual Academy staff will work to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state). Resources may include counseling services, additional training, food

state). Resources may include counseling services, additional training, food pantries, clothes closets, and assistance programs.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://www.lcscougars.org/389846_4
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/1nnTCiK1pYRqrBy4y3lgo9cglU0aDvdyjd_XlaZC

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://www.lcscougars.org/322762_2
Please provide a link (URL) to the discipline policy for digital learning students.	https://www.lcscougars.org/322768_2
Please provide a link (URL) to the grading policy for digital learning students.	https://www.lcscougars.org/322769_2