



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Greenwood School District (6602000)

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 #: 6602000

Superintendent: John Ciesla

Email: john.ciesla@greenwoodk12.com

Phone: (479) 996-4142

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
6602045 - East Hills Middle School 6602046 - East Pointe Elementary School 6602044 - Westwood Elementary School	Kindergarten - 6th grade = All core and elective courses will be offered.	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS
6602047 - Greenwood Freshman Center 6602043 - Greenwood High School 6602042 - Greenwood Junior High School	Grades 7 -12 = All 38 required courses will be offered along with a select number of AP and concurrent courses offered through Virtual Arkansas.	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.



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)	<p>For a student to be counted present in a virtual class/setting they must adhere to the following:</p> <p>Log in each week to the content management system (Google Classroom for K-6 / Canvas for 7-12) and submit assignments according to specific due dates. Adjustments will be made based on IEPs, 504's, LPAC, and GT plans.</p> <p>In situations where more time is required to complete assignments, the building administrator or counselor will work with the student and family to create an individual plan to ensure success in learning.</p> <p>The goal of Greenwood School District is to ensure all students have access to all components of the educational system regardless of the delivery system to ensure their learning needs are met.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	<p>The district requests this waiver for K-4. Class sizes will not exceed 30 students for these grade levels.</p> <p>Teachers of record who are dedicated to teaching virtually, or have a virtual class period assigned to them, will adhere to DESE's rules regarding large group instruction.</p> <p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, states that distance learning courses, as defined in rule, are considered "large group instruction" courses for the purposes of the Standards for Accreditation.</p>
Teaching Load Number of students: 0 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	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The district may exceed the DESE rules governing class size when a virtual class approach is the instructional delivery method.</p> <p>Students</p> <p>Virtual classes are for asynchronous class time and for specific groups of students receiving instruction through technology-based approaches. Students who receive special services may need to receive additional support in their learning. Students may need to come on campus for support and are required to come on campus for state assessments.</p> <p>Staff</p> <p>Virtual instruction will be delivered asynchronously throughout the school day by specific staff providing instruction primarily through technology-based approaches.</p> <p>Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction.</p> <p>Student academic success is a top priority for the Greenwood School District. Class size data will be reviewed through an ongoing analysis and the teaching load may be reduced to meet those gaps or demands to best support student learning.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<p>The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days or portions of days when virtual approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual setting who are learning asynchronously may not need six (6) hours of an instructional day to master the content they are learning.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	<p>The district is requesting a waiver of the requirement to provide forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students who receive instruction primarily through technology-based approaches.</p> <p>The district is requesting a waiver of BMI and the Physical Activity Standards and will partner with parents to support their student's healthy habits.</p>



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.



Virtual Learning

Virtual learning will be delivered asynchronously with synchronous components to support students while learning in the virtual environment. All students will be served and supported through this learning model. Asynchronous lessons are designed where content and instruction are provided in lessons.

Eligibility Requirements

Students must meet the requirements of the virtual learning model and be in good academic standing.

Requirements

Students will submit an application requesting to participate in the virtual learning model to a building administrator or counselor. The duration of the request will be for one semester and will automatically be renewed for a second semester if the student is in good standing.

Good Academic Standing

If previously in a virtual model:

Students must have passed all classes

Attended class virtually (as determined by submitted assignments/Virtual Sessions)

Participated in the required state assessments

If not previously in a virtual model

K-6

Passed or shown growth in all classes

Exhibited satisfactory attendance

Participated in state assessments

NWEA and ACT Aspire Summative Assessment

7-8

Passed or shown growth in all classes

Exhibited satisfactory attendance

Participated in state assessments

ACT Aspire Summative Assessment

9-12

Students entering the following grades must have:

10th - minimum of 5.5 credits

11th - minimum of 11 credits

12th - minimum of 16.5 credits

Students made a C or better in core classes (Math, ELA, Social Studies, and Science)

Students participated in the State required assessments

9th and 10th grade - ACT Aspire Interim and Summative Assessments

11th grade - ACT

To continue in a virtual learning model

A virtual learning model is not the best learning environment for all students.

GPS educators want to ensure that students can be successful and master

grade-level academic standards. To make sure students can continue in a virtual



grade level academic standards. To make sure students can continue in a virtual setting they must adhere to the following:

Students must maintain passing grades or show meeting growth. Teachers will continually monitor student progress and provide academic checks each quarter.

Special Circumstances - There may be identified special circumstances or emergencies where a student may qualify for the virtual model. Those applications submitted by families will be reviewed by the administrative team to determine the best learning placement on a case-by-case basis.

Additional Requirements

State Assessments- Students must abide by state guidelines for participation. Current 2021 guidelines require onsite mandatory testing.

These requirements will continue for the 2022 testing cycle unless state guidelines are adjusted. If this occurs, the district will determine what the testing expectations will be.

Students must participate in other services/requirements that may arise. Students receiving special services such as speech therapy, physical therapy, occupational therapy, ELL, GT etc., will access their services in a virtual format or parent/guardian will need to bring them onsite to receive services. This will be outlined in a student's IEP or identified plan.

Student Expectations

Students in a virtual setting will learn asynchronously.

Teachers who have a class where all students are learning virtually may have components of synchronous instruction.

Students and parents may reach out to the teacher if additional learning supports are needed.

Students identified with needing additional support in a learning environment will be provided that support or enrichment/extension.

Assignments

Lessons for students will be loaded into a student's grade level CMS.

K - 6 ~ Google Classroom

7 -12 ~ Virtual Arkansas (Canvas)

<https://docs.google.com/document/d/1BY1bDGZEH-v3X12fcnU6eKd0SZrVceJ0u1XJZ7VJ4VE/edit?usp=sharing>

Students will work through the content at a pace that will allow the student to meet the course standards by the end of the school year.

The students are expected to turn in assignments on time.

The students will ask questions when they need help.

Students should seek help from the teacher, counselor, or administrator.

Attendance

For a student to be counted present in a virtual class/setting they must adhere to the following:

Log in each week to the content management system (Google Classroom for K-6



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Log in each week to the content management system (Google Classroom for K-6 / Canvas for 7-12) and submit assignments according to specific due dates. Adjustments will be made based on IEPs, 504's, LPAC, and GT plans.

In situations where more time is required to complete assignments, the building administrator or counselor will work with the student and family to create an individual plan to ensure success in learning.

The goal of Greenwood School District is to ensure all students have access to all components of the educational system regardless of the delivery system to ensure their learning needs are met.

Additional Supports

During the time when a student may need additional support, the student can schedule an on-site visit or digital meeting with their teacher

A virtual platform can be video conferencing (Google Meet, Zoom, etc.), emails, phone calls, etc.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Foundations and 95% group (MSR Routine Cards and PSI, PASI); they have online components to use through I Ready and Acadience for assessment. Foundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The K-6 Virtual teachers will be trained in Foundations, Heggerty, 95% group materials, Acadience, I Ready, and will have support from the GFESC Literacy Specialists. The K-6 Literacy Specialists will also work with the teachers in PLC meetings to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Acadience, I Ready, and Common Formative Assessments will be used to progress monitor and make certain that students are learning. Foundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The Literacy Specialists will meet with BOL teachers to coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies.



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.



Virtual/Remote Model

Teachers will either be 100% virtual teachers or on-site teachers with specified time/periods to support virtual students.

Teacher Training

Kindergarten through sixth grade online teachers will receive training on the district CMS, Google Classroom, and effective online instruction strategies. Secondary online teachers will be trained in the Virtual Arkansas LMS, Canvas. Support will be ongoing throughout the year.

Greenwood School District (GPS) believes that every student should be given the support that best meets their unique needs. GPS will support a learner to be successful in their least restrictive environment.

Student Educational Experience

Each student will receive a personalized educational experience. Situations or circumstances may arise that are not outlined in this plan. If this occurs, the student and parent/guardian will first discuss with the classroom teacher, then discuss with the building principal, and lastly discuss with the superintendent. Learning will be equitable for all Greenwood students, including students in a virtual setting.

Lessons

Lessons will be delivered asynchronously with synchronous components to support students as needed. Lessons are designed where content and instruction are provided in the lessons and delivered through Google Classroom or Canvas. When students are onsite they can seek additional support from teachers.

Elementary will use Google Classroom as the CMS with teacher-created curriculum.

Secondary will use Virtual Arkansas (Canvas).



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.

Virtual/Remote Instruction

Teachers will either be 100% virtual teachers or on-site teachers with specified time/periods to support virtual students.

Teachers who have a class where all students are learning virtually will have asynchronous instruction with possible synchronous components as needed to support learning.

Dual role teachers will not teach simultaneously, but will have a dedicated class period devoted to virtual students learning asynchronously.

Asynchronous lessons are designed where content and instruction are provided in the lessons and will be delivered through a CMS, Google Classroom or Virtual Arkansas (Canvas). Synchronous meetings may be needed involving the whole class, small group, or RTI (SST) groups as needed to support student learning.

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



Virtual Teacher Expectation

The teacher of record will upload and assign student lessons that are delivered through Google Classroom, etc., and will monitor student progress through Google Classroom. The teacher will work individually with a student if they need additional academic support.

Teachers may upload lessons more frequently or in larger portions such as weekly. Formative assessments will be given to students for progress monitoring. When appropriate, assessments will be utilized via digital tools that may include Kami, EdPuzzle, Padlet, Jamboard, Seesaw assessment uploads, Google Forms, etc.

Teachers will monitor student work and provide weekly feedback.

Teachers will be assigned to an LEA with appropriate instructional materials and tools to provide successful online learning. Online teachers will participate in professional learning communities to applicable grade levels.

Teachers will provide onsite intervention and instruction as needed.

Student Interaction

Students in a virtual learning model need the opportunity to interact with their peers and teacher. Parents need to reinforce interaction. Teachers will provide regular feedback to students and parents/guardians on weekly assignments.

Students will be required to complete assignments and submit by the due date. Teachers will ensure students have access to lessons and assignments. Teachers will follow up weekly with any student not meeting their required assignments or virtual classroom engagement.

Greenwood School District expects parents/guardians and teachers to work together to ensure student success. Families will be encouraged to act as academic mentors and partners for success. By working together, every student will have the support they need to be academically and socially successful.



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?

Only virtual classes will exceed the class size requirement. All other traditional classes will follow the onsite class size requirement.

Quarterly district data meetings will be held to determine the needs of virtual teachers and students. Examples of data:

- Teacher-needs assessment
- Student academic growth
- Student/parent survey
- Student and teacher attendance

Student Supports

- One-on-One Instructional support (online or face-to-face)
- Small group instruction (online or face-to-face)
- Response to Intervention (Student Success Team)
- Technology Tools - Chromebook or Hot Spot
- Parent training/engagement
- Student Peer Group tutoring
- Social/emotional components (G.U.I.D.E. for Life and access to school counselors)
- GSPIRE for after school tutoring

Teacher Supports

- Direct observation or feedback with Instructional Facilitator
- Training on effective online instructional strategies
- PLC team support for instruction as well as student intervention
- Organizational tools/software for managing large group instruction and progress monitoring
- Technology equipment as needed



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 waiver for expanding the teaching load will only apply to teachers with a virtual class period assigned to them. It does not apply to traditional face to face instruction.

Quarterly district virtual meetings will be held to determine the needs of virtual students, families, or teachers.

Data from these meetings will determine the need for student interventions, as well as teacher training and support.

Online teachers will have additional support from instructional facilitators, administrators, and/or counselors.

Teachers will be a part of a collaborative team working together to ensure the success of every student.

Online teachers will complete a needs assessment to determine what supports are required for their success.

Technology / Platforms

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

District CMS will include:

Google Classroom (K-6) - Content will be loaded regularly by a Greenwood certified teacher and students can access the materials daily.

Virtual Arkansas (7-12) - Content will be loaded regularly into Canvas (LMS) by a certified teacher and students can access the materials daily.

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.



Virtual content is provided to students by teachers and uploaded into the district CMS.

Google Classroom (K-6) - Math, Literacy, Science, and Social Studies content along with Art, Music, Media, Computers, and Physical Education will be loaded regularly by a Greenwood certified teacher and students can access the materials daily.

The following services will be offered online or face-to-face:

Reading intervention/Dyslexia services

Speech, OT, PT

ELL

Gifted and Talented

The following curriculum and support programs will facilitate digital learning and teaching for grades K-6:

Star Reading

Star Math

Flocabulary

Quavers

Kodables

Foundations

Brain Pop

Mystery Science

Illustrative Math

Acadience

Mastery Connect

Generation Genius

Moby Max

Tumble Books

Soars

Virtual Arkansas (7-12) - Content will be loaded regularly into Canvas (LMS) by a certified teacher and students can access the materials daily.

Parents, students, and teachers will have access to videos providing support about the CMS platform. Teachers will be offered PD to support them in learning platforms and content tools.

District virtual leaders are available to provide one-on-one teacher support. Professional Learning Communities meet weekly with online teachers to provide instructional and student support.

Technology tools that are used to engage students with the lessons include:

Kami

Seesaw

Screencastify

Google Classroom

Google Slides



Google Classroom

Padlet

Jamboard

Chromebooks and Hot Spots

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.

All students are provided a device that has video and audio communication software.

Virtual teachers have the option of Google Meet or Zoom to hold synchronous meetings with students, families, and other educators. Teachers will use these platforms to allow students to virtually participate in a regular class setting, participate in one-on-one meetings, or work in small group settings.

These platforms may be used to provide services such as ELL, Special Education, dyslexia intervention, reading therapy, GT, speech therapy, physical therapy, occupational therapy, etc., to eligible students.

Virtual teachers and students can also use Seesaw, Screencastify, etc., to capture teaching, learning, and video sharing. These tools can also be used as a means of assessment. In some cases, phone conferencing may work best for families.

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

The district will provide Chromebooks to students in the virtual setting.

Chromebooks will be available for students as needed.

Hotspots and wifi map connection locations will also be available to students/families who need to connect to the internet.

Technology expectations and device care are expected of all students. Students will be required to agree to and sign a virtual contract, sign an AUP, and follow all district policies and CIPA compliance pertaining to the use and etiquette of technology.



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.

Healthy students are ready to learn. Food security, mental health support, and medical partnerships help to make that happen. The district requests the flexibility to provide off site meal packs as allowed by the USDA.

Students and families can pick up their meals from the established sites.

Multiple meals may be picked up in lieu of coming every day to pick up meals.

Student Wellness

School nurses are available and will maintain healthcare information.*

Appointments for mandatory screenings will be made for students in a virtual setting*.

School counselors are available to meet with students/families when needed.*

*If a virtual appointment is needed, that will be scheduled to support the student.

Monitoring

Virtual Teachers will monitor and observe student behavior and the home setting during online interaction to determine if a child is in need or at risk. They will make a referral to the school counselor as needed.

Identified students will meet onsite or have virtual interaction at least bimonthly (virtual session, email, phone, etc.) with their designated support person.

During these meetings, if food insecurity, physical, or mental health issues are detected, the student or family will be paired with a support agency to provide assistance.

District partners have food pantries and, if needed, school personnel will deliver food to the house (dry goods).

Additionally, a list of community partners will be provided to help support the whole child.

After multiple attempts to reach the parent of the identified student, an administrator or counselor will be advised to help establish contact with the student/family. This contact can be made virtually, face-to-face, or in extreme cases, additional school staff may be brought in to assist with family contact.

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.

Teacher teams and professional learning communities meet weekly in Grades K-6 to review student data and determine academic needs, interventions, and enrichments. Data used during these meeting to determine needs are:

- Unit assessments
- Common formative assessments
- Common summative assessments
- NWEA Quarterly assessments
- ACT ASPIRE Interim assessments
- Student behavior and attendance
- Teacher observation and documentation
- Parent feedback

Secondary (7-12) teachers will utilize the district SST (RTI) procedures and guidelines to monitor academic and student engagement for students in the virtual setting. The assigned virtual teacher will monitor assignment proficiency, attendance, and engagement weekly, and make referrals to SST on an as needed basis.

Struggling Student

The district will provide extra support to students and families struggling with engagement.

Teacher support: Teachers will monitor students. Teachers will make contact with parents or may need to set up a time to meet virtually or onsite with parents. Parents will be provided information about the importance of student engagement and the necessary requirements to remain virtual. An outlined plan will be given to the student and parent that will facilitate student success while online.

Counselor support: If a second level of support is needed, a counselor will assess whether there is a family need that should be addressed. To support the whole child, additional services may be required. This could include social, emotional, medical, mental, or nutritional support.

Administrator support: Administrators will be the next level of support. A last chance agreement to remain in a virtual setting will be signed. If a second meeting is needed to ensure student engagement, students may be required to return to onsite instruction.

If parents will not support the engagement of the student, then the court system may need to be contacted. This will be only in extreme cases when student academic progress is being negatively impacted.



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

State assessment data such as NWEA, ACT Aspire, and Reading Assessments, along with classroom assessments and assignments, will be used to determine if a student needs an academic response to intervention. Additionally, class work can also help support the skills that students are missing.

Online teachers will follow the district Student Success Team Plan for interventions.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1171799/_Student_Success_Team.pdf

The online teacher will determine academic content strands for targeted instruction and then provide small group or one-on-one individualized student support based on areas where students are close or in need of support.

It may be necessary for students to receive support through a virtual platform, phone, or through diagnostic assessment tools.

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



Formative assessment, formative feedback, or assessment for learning take on a range of formal and informal assessment procedures conducted by teachers during the learning process. This helps the teacher modify teaching and learning activities to improve student attainment based on that specific student's needs.

Students will be given weekly assignments and/or assessments. Many of these are common formative assessments created by the district teachers and facilitators. Some assessments may come from purchased programs such as Virtual Arkansas, Acadience, Moby Max, Mastery Connect, etc. These assessment or performance reviews will guide next steps to support student learning.

The assigned virtual teacher will then provide scaffolding, reteaching, extra time for small group or one on one instruction to remediate and facilitate student success.

If the student does not respond to the just in time intervention strategies of reteach through small group or one on one instruction, the district's Student Success Team Plan for interventions will be followed.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1171799/_Student_Success_Team.pdf

Additionally, NWEA, ACT Aspire, Reading Assessments, etc., will be used to determine if students need deeper learning support in specific academic standards/strands.

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



Most children with dyslexia can succeed in school with tutoring or a specialized education program. The district is committed to ensuring all students who have been identified as having characteristics of dyslexia will continue to receive intervention services that meet their needs.

The state mandated Dyslexia screenings will be conducted through Acadience or MAP Reading Fluency Dyslexia Screener by the online teachers and referrals for further testing will be made through the SST process as outlined in the district SST plans if needed.

Kindergarten through 4th grade will utilize with Connections and Wilson Reading as supplemental support. Grades 5 - 12 will utilize Wilson Reading with Sonday as supplemental support.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1171799/_Student_Success_Team.pdf

During virtual learning, students who have been identified as having characteristics of dyslexia will be served through scheduled Google Meet or Zoom meetings. These will be done in one-on-one or group sessions by a qualified/trained dyslexia interventionist. Session lengths and frequency will vary based on fidelity guidelines for the two programs utilized by the district, Wilson Reading System, and Sonday.

Families and school staff should collaborate as needed to determine adjustments to services and/or accommodations.

Family communication is critical to ensuring that the needs of students who have been identified as having characteristics of dyslexia are met during any learning model.

It is the intent of the school district to provide dyslexia services to all students who qualify. These parents/students will also have the option to attend dyslexia therapy on site if they prefer. It is the district opinion that onsite services for dyslexia interventions will be more successful and increase a student's reading growth.

The Greenwood District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Students in dyslexia screening grades will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. If a need for dyslexia screening is determined for a virtual student in non-screened grade levels, the local educational team and Dyslexia interventionist will schedule on-site screenings for those students, with virtual screenings also being available for students that cannot get to campus. Any virtual student qualifying for dyslexia services will receive services from a district dyslexia interventionist. Additionally, virtual



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receive services from a district dyslexia interventionist. Additionally, virtual students who qualify for dyslexia services will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. Moreover, if any virtual students requiring dyslexia services want to receive just those services on campus in addition to their virtual schedule, they would be allowed to do so.

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



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Gifted and Talented teachers will assist regular education teachers in providing learning activities that will support the content of the regular education teachers.

GT teachers will invite students to participate in Google Meet or Zoom meetings and are available via email. Some of the Google Meet or Zoom sessions may involve synchronous instruction with onsite students.

The GT teacher will be available to respond and assist students, families, and faculty members who need help (virtual or on site).

GT teachers may also address social-emotional needs through small groups, one-on-one, or a large group in a virtual setting. They may also create referrals to school nurses and counselors for assistance.

All GT program approval standards will be met when designing programming for identified gifted students with all GT policies of the Greenwood School District followed for virtual students. All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students. Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the District GT Coordinator. For grades 3-6, all Virtual option courses provide for differentiation for GT students. Also for grades 3-6, fully virtual GT students will have the option to participate in on-site GT classes with the District GT Coordinator or participate in virtual GT classes with our District GT Coordinator through Google Classroom. The Greenwood Virtual option teachers have been trained in classroom differentiation and will differentiate content for GT students in their classes.



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

Teachers will allow for accommodation as needed based on a student's LPAC. The district ESOL/ESL coordinator will supervise and insure compliance with all state and district guidelines. Accommodations could include:

Vocabulary digital support

Rewatching videos

Visuals

Academic support links

Instruction in native language (when available)

Virtual Teachers will be available via email, Google Meet, Zoom, or other video conferencing platform. Teachers may need to use a translation app to communicate with parents or meet onsite with a family using translation services to successfully communicate.

School Status will be used to communicate with families and increase parent/teacher interaction. The school status app includes a translation format to facilitate discussion in the families preferred language.

In some cases, an evaluation may require a face-to-face meeting and the student will be required to come to the school. A translator will be provided as needed or upon request.

Additionally, student support will be provided through the lessons designed and uploaded in the district CMS. Many of our online platform curriculums have Spanish versions available.

The Greenwood School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners

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



Virtual students who have an Individualized Education Plan (IEP) will receive experiences that address their unique needs. The IEP is developed for each student who needs special education support. It is created through a team of the student's parents and district personnel who are knowledgeable about the student's needs.

Evaluations and conferences will be held in person or virtually and will be based on a student's contingency plan. In some cases, an evaluation may require a face-to-face meeting and the student will be required to come to the school.

Virtual students with an IEP have a Student Learning Plan that is specific to online learning.

The IEP or Student Learning Plan is specific to individual student needs and takes into consideration how their disability impacts their ability to successfully interact during virtual learning.

These plans address deficit areas and the support needed specific to a student while the student is digital. The IEP team will develop a plan that will address how each student will be best served during virtual learning through specific:

learning goals

transition needs

accommodations

modifications

service frequency

service delivery methods (Google Meet, Zoom, Google Classroom, home packets, etc.)

Virtual teachers will have specific office hours for student/parent communication. Teachers will meet the minutes established in the students IEP. Students will be able to use this time to ask any specific classwork questions or seek assistance with content or technology issues.

The student's IEP and Student Learning Plan can be used for any situation that might arise which would make in-person learning difficult or impossible.

The online teacher of record will monitor each student's progress and will utilize the district SST teams for referrals. https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1171799/_Student_Success_Team.pdf. The SST will follow the district guidelines and make referrals for testing and special education services following state guidelines and timelines.

All Greenwood School District special education students in the fully virtual program will receive individualized classroom modifications that meet all requirements of IEP through the virtual teacher. The Greenwood School District counselors and special education staff will upload the IEPs with modifications for each special education student into Google Classroom. Virtual courses are designed in such a way that all applicable accommodations/modifications can



designed in such a way that all appropriate accommodations/modifications can be met in the course in conjunction with services provided by our school district. The Greenwood School District's special education staff will provide additional support for special education students as determined by the student's IEP committee. The committee will determine the best method of delivery of services in addition to modifications in place through the virtual teacher and could include additional zoom sessions, google classroom interventions, and/or home visits. Students and parents will be scheduled on-site for special education evaluations whenever possible, but could conduct these evaluations virtually if appropriate. Special education conferences will be conducted virtually, however parents and students would be allowed to meet in-person on campus if the family desired to do so.

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.

Virtual classes offer students the ability to learn at their own pace. To support their virtual learning, students have access to numerous technology tools: The district's CMS platforms are Google Classroom or Virtual Arkansas (Canvas). Seesaw is also used by students in grades K-4 allowing teachers to assess student learning. This also provides parents with immediate feedback so they can help with their student's learning. Screencastify is used by teachers to provide instruction and it is used by students to record their learning. Jamboard is used to assess student learning and for students to self-assess their learning. Acadience, Star Math, Star Reading, Moby Max, and Mastery Connect are other software used to assess and progress monitor our online students. Each one of these programs offer differentiation opportunities as well as modifications and accommodations.



Teacher Supports

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

Teacher Support

Teachers have created virtual lessons at the K-6 level and the Virtual Academy LMS can be uploaded into the district-provided CMS.

Virtual teachers may use these materials as needed.

Virtual teachers in grades K-6 will have continual training in Google Classroom and Seesaw, and other support tools that promote student engagement strategies.

Virtual teachers in grades 7-12 will be trained on the Virtual Arkansas LMS, Canvas.

Reading lessons that incorporate the Science of Reading are created and aligned with grade level standards.

Art, Music, Media, Computers, and Physical Education curriculum are provided to online teachers through collaboration with onsite certified content teachers.

Instructional Support

Art, Music, Media, Computers, and Physical Education lessons will be created in coordination with the building teachers to enhance student virtual learning enrichment.

Instructional coaches will work with virtual teachers and onsite teachers to make sure that all curriculum and learning expectations are aligned and equitable.

Virtual teachers will work with professional learning communities weekly to ensure they stay in contact and in alignment with district curriculum and outcome goals.

District Support

Virtual teachers and staff will receive resources and training as needed.

Teachers who need additional support may contact their administrator or colleagues at any time.

The District Director of Online Instruction will meet monthly with online staff to discuss needs and celebrate success.



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?

Full time virtual teachers will utilize a portion of their professional development hours to create online curriculum and planning with district curriculum leaders to prepare units that are aligned and equitable to on site instruction.

Full time virtual teachers will be able to work on lesson planning and development daily when they are not online supporting students or meeting synchronously with students or families.

Dual role virtual teachers will create lessons from Virtual Arkansas that can be loaded into a CMS for a virtual setting. These lessons can be created during teacher plan times and during summer professional development activities.

The school district has a well developed curriculum for core content classes. Virtual teachers will continue to meet in professional learning communities and content teams to review curriculum pacing and upcoming units. This instructional support led by content facilitators and instructional leaders is a strong priority district wide.

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.



Greenwood is a one-to-one technology district in grades 7-12. Every student is issued a chromebook to be used for virtual learning. Hotspots and wifi location connection maps are provided to students who need internet access to complete virtual assignments.

Student devices contain applications and materials that are pertinent to their grade level and content areas. Students regularly communicate with one another and their teacher(s) through their school-assigned email address.

Virtual teachers create highly-engaging lessons in the CMS and students will use those lessons that are delivered to master content standards.

Students will be assigned a district Content Management System (CMS) account and shown how to use it at the beginning of the school year. Students will access their schoolwork through the district CMS and/or LMS.

For students in grades K-12, work will be provided asynchronously using Google Classroom and Virtual Arkansas (Canvas). Teachers will provide additional support in synchronous virtual class meetings, response to intervention (RTI), and enrichment when needed.

Virtual teachers will provide support during the regular school day via email, Google Meet, Zoom, or other video conferencing program to respond to and support students.

Military families, foster families, and homeless families will be supported for online services per the state guidelines and will receive additional assistance from the district coordinator for each of these services.

Counselors will be available to support social-emotional needs and to provide academic support.

<https://docs.google.com/document/d/1nCYj2tJVmUXpL-KkdSYpFSMvkKs8UUscWgEZRauLwek/edit?usp=sharing>



All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

All virtual students will be required to participate in state-mandated assessments.

Testing dates and requirements will be posted on the district website and shared through the district and school social media.

District testing dates will be given to parents and students at the beginning of the school year to allow parents to plan for these required on site dates well in advance.

Students will come on-site to test based on identified grade bands established by the district testing calendar.

Students will bring their district assigned devices to use for testing in grades 7-12.

Students will be socially-distanced based on testing guidelines.

If a student takes the DLM assessment, the teacher will work out with the parent times for the student to complete the assessment based on state testing guidelines.

Accommodations/modifications will follow the student IEP.

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 Greenwood School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by closely monitoring the program itself, students in the program, conducting surveys of parents and students, and using our local educational team of administrators, counselors, specialized content area teachers or directors, RTI Interventionist, and curriculum coordinator to continually evaluate the successfulness of our digital program for students as a whole. The district administrator will analyze student and parent surveys, virtual student attendance data, ACT Aspire student data, ACT student data, NWEA MAP local formative and summative assessment data, and Google Classroom student grades in order to evaluate the effectiveness and fidelity of the program.

The data used in our PLC team meetings will help us target areas of needed improvement and to address any issues that need to be changed in order to increase student achievement in the fully virtual program. For individual students and their individual success, our district administrator has full access to Google Classroom to monitor all academic progress of all virtual students and will be weekly monitoring all virtual students and their academic progress.

All issues that arise from weekly monitoring will be addressed by our district administrator directly with the student and also include their virtual teacher in the process. In the event that our attempt at improving student engagement by communicating with the student and teacher is unsuccessful, we will next involve parents/guardians in the communication.

During these conversations, we will offer additional supports for the student including additional zoom meetings with their teacher for tutoring or possible RTI through our RTI interventionist with the goal of increasing student engagement and success. Additionally, parents will have full access to virtual student grades through the SIS, giving them the ability to monitor the progress of their child as well.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1171799/_Student_Success_Team.pdf



into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources)

Parents/guardians and families are instrumental in the academic success of their student participating in a virtual learning environment.

District

Virtual teachers create videos with step-by-step instructions about CMS.

Videos about the district CMS will be available to parents to review key tools of the platform. The link will be provided to the parent as needed after the parent applies and their child is accepted into the virtual learning model.

District will provide students with devices and provide connectivity, if needed.

District will support students and families with any issues that arise with connectivity, technology, or devices.

Teachers

Learning activities that involve parent participation will be included in lessons in grades K-6.

Ongoing support will be available via email or virtual meetings as needed to support student learning.

Families

Families will be asked to be the Learning Coach at home. Students may need help understanding concepts and loading items into the CMS.

Families may need to assist students in the uploading of the assessments.

Parents/guardians may be asked to participate in virtual meetings. This may include the student's 504, IEP, GT, or LPAC conferences.

Families may need to help their child with virtual therapy, such as physical or occupational therapy, if identified in the student's IEP or student's contingency plan.

Parents may need to bring their child on site for any required assessments.

The Greenwood School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Greenwood School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner.

[https://core-](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/608657/Parent_and_Family_Engagement_19.20_for_website.pdf)

[docs.s3.amazonaws.com/documents/asset/uploaded_file/608657/Parent_and_Family_Engagement_19.20_for_website.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/608657/Parent_and_Family_Engagement_19.20_for_website.pdf)



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

https://drive.google.com/file/d/19llaxLoTA_D8hRfSoCluEtBSZng6Q4Kd/view?usp=sharing

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

<https://drive.google.com/file/d/1HTXH28sHBDldKNOxq41TSgBKff9znsP5/view?usp=sharing>

Policies

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

The attendance policy for digital learning students will be the same as for all students.

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

The discipline policies for digital learning students will be the same as for all students.

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

Greenwood School District students who are enrolled in the Greenwood digital learning program.

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