Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Junction City School District (7003000)

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 #:	7003000
Superintendent:	William Lowe
Email:	lower@jcdragons.k12.ar.us
Phone:	(870) 924-4575 Ext. 4563
Duration Requested (not to exceed five years):	1 Year (School year 2021-2022 to 2022-2023)

The proposed waiver(s) will apply to the following schools:

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7003027 - Junction City Elem. School 7003028 - Junction City High School	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	CMS

Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	Attendance: (a) (1) A record of pupil attendance shall be kept by each school district of the state in a format prescribed by the Division of Elementary and Secondary Education. (2) This basic record, showing the daily attendance and absence of each student for the school year, shall be kept by a teacher or other officially designated person who notes the attendance or absence of each student on a daily basis. The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. Student attendance in the Junction City School District will be based on regular attendance of daily live calls OR logging in to recorded lessons AND/OR meeting all deadlines fro assignments for the week.

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)	N/A - We will not go above state mandated class sizes including virtual students. Therefore we do not need a waiver for class size.
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	N/A - We will not go above state mandated numbers for teacher load. This includes virtual students. Therefore we do not need a waiver for teaching load.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	The nature of digital learning gives students more control over the pace of their coursework than those engaged in onsite instruction. Virtual students may work at an accelerated pace and may complete multiple days of work for a class in a shorter amount of time. Therefore, students may not engage in six hours of instruction daily. Some may work ahead and some may take longer. Some may work more on some days and less on others.

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			The nature of digital learning gives students more control over the pace of their instruction and learning. Therefore, mastery of grade level standards, and completion of coursework may not require 120 clock hours. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards. The amount of time it takes each student may vary.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	K-6 virtual teachers will encourage students to engage in supervised, unstructured social time, free play, and vigorous activity scheduled as part of the day; however, given the nature of virtual school, it is not possible for teachers to ensure that this takes place.

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.

The goal of the Dragon Virtual School (DVS) is to provide students and their families with an equitable alternative to onsite learning.

DVS offers students a digital learning option with the benefit of synchronous "live" instruction coupled with asynchronous lessons as well as aligned asynchronous courses provided by the DESE approved provider Virtual Arkansas. (Note: Virtual Arkansas will NOT be our primary provider. Our teachers will be creating their own lessons. We will use them for digital content just as we do for our onsite students.) This allows for students and teachers to develop relationships, to address support and enrichment needs, and to provide flexibility with learning.

DVS certified teachers in grades K-12 will deliver instruction online through Google Classroom. Some content for students in grades 7-12 may be provided by the digital provider Virtual Arkansas. Virtual Arkansas uses the CANVAS LMS. Teachers will deliver live content through Go Guardian, Zoom, or Google Meet. They will create their own lessons to meet the needs of individual students. Some high school students will be enrolled in classes provided by Virtual Arkansas. Both teacher-created lessons and content provided by Virtual Arkansas will be aligned with Arkansas Academic Standards.

The current students and teachers of the district use Google Classroom and Go Guardian on a regular basis, so they are familiar with the process. New teachers will be trained to use the platforms by our digital learning coordinator. All teachers will have professional development to update and review processes and procedures of the Dragon Virtual School. Expectations will be clearly communicated to all teachers. All students who enroll in the Dragon Virtual School as well as their parents will be required to attend a pre-enrollment workshop to become familiar with expectations, processes and procedures.

Students will interact with teachers to complete learning tasks, both teacher directed and independently. Teachers and students will monitor task completion and mastery of the same standards as students in onsite classrooms. Teachers will provide feedback through Google Classroom and livestream sessions. Results from formative and summative assessments will provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

All students in grades K-12 will be expected to attend Dragon Virtual School orientation, the first two days of on-site instruction, and the first two days of the second semester. After that students in grades 7-12 are expected to join online live classes and engage in the lesson and activities during scheduled times. K-6 students will log in to daily live calls OR class recordings and will be expected to meet all deadlines for assignments for the week. Teachers in all grades may request student cameras to be on during collaborative work or discussion; students must comply.

*How will the district ensure Science of Reading requirements are met through daily live calls or class recordings?

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*How will the district ensure "bottom of the rope" reading skills be explicitly taught for K-2 through this interaction format?

The district will ensure SOR requirements are met through the implementation of Heggerty in K-2, the CKLA/Amplify curriculum in grades K-5, and My Perspectives in grade 6. K-2 phonological awareness will be addressed during Heggerty lessons that focus on rhyming, syllables and phoneme addition, deletion and substitution. CKLA/Amplify core reading curriculum is built on the science of reading that sequences deep content knowledge with research-based foundational skills. In grades K-5 CKLA lessons will include building content background knowledge, vocabulary, print concepts as well as phonological awareness such as encoding and decoding. K-5 students will also utilize digital practice through LexiaCore5. LexiaCore5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. These skills will accumulate with the addition of a new reading curriculum in sixth grade. The My Perspectives curriculum creates a teacher-led, student-centered classroom that focuses on comprehension, automaticity and fluency. K-6 Classroom teachers will provide synchronous learning by presenting these lessons to live to virtual students using GoGuardian as well as asynchronously by posting lessons on Google Classroom.

K-6 students will participate synchronously in Science of Reading instruction daily at their regular reading time. 7th-12th grade students will be required to join live calls daily for synchronous instruction.

Virtual students will be placed in differentiated reading groups based on their dibels, rapid naming, and NWEA scores. Students will be required to log on at their assigned reading group time and participate in these live groups at least three times a 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-12:
Dragon Virtual School will use a blended approach to learning in grades K-12. DVS teachers will work onsite to provide students with both synchronous and asynchronous learning opportunities. Scheduled Go Guardian, Google Meet, and Zoom sessions will allow for synchronous as well as asynchronous learning.

7-12:
Some select students will engage in both synchronous and asynchronous digital coursework through Virtual Arkansas. (Virtual Arkansas will be used as a content provider for some courses. They will not be our primary provider. They will be utilized in the same manner as they have for onside students for several years.)

Students in grades 7-12 are able to participate in a hybrid model by coming onto campus to participate in band, choir, or athletics as applicable.

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-12: Dragon Virtual School teachers will be serving in a dual role as they will be teaching both remote and in-person simultaneously. A digital learning coordinator has been hired for each building level to provide teacher support and aid in parent communication.

Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	K-12: The DVS coordinator for each school will serve as an advisor for each teacher. Each teacher will report to the digital learning coordinator concerning student progress, attendance, and engagement. The teacher will make recommendations for additional services including, but not limited to, counseling, intervention, and individual student needs. Teachers will be available by appointment to meet with parents/students during their daily planning time. Appointments may be scheduled by email or by calling the office to schedule a meeting. If it is clear that a student is having difficulty completing the work due to technological difficulties, the digital coordinator may be contacted by calling the school office. The DVS will have an online counseling form that virtual students can complete. The form will notify the counselor if a student would like to speak with them. The digital learning coordinator for each school (K-6 and 7-12) will serve as mentors for each student as long as our numbers allow. If the numbers become too large for that, each student will be assigned a mentor teacher as their primary contact.
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?	N/A
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?	N/A

Technology / Platforms

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

K-6: The Dragon Virtual School will use Google Classroom for all virtual learning students in grades K-6.
Teachers will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).

7-12:
The Dragon Virtual School will use Google Classroom for all virtual learning students in grades 7-12.
Teachers will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).

Select students who are enrolled in Virtual Arkansas Classes will use the content and management systems that have been approved for their use by DESE such as CANVAS. Facilitators for Virtual Arkansas classes will enter grades into eSchool. Families and students will have access to their grades through the Home Access Center (HAC).

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

Platforms for Daily Use:
• K-1 will use workbooks provided by Amplify and Eureka Math as well as videos that are posted on Google Classroom for their daily learning engagements and parent interactions. The videos that are posted will be a combination of teacher created videos of daily class interactions and supplemental videos to support instruction. Supports for Independent Practice include: Accelerated Reader, IXL, Zearn, and Lexiacore 5 digital. (IXL is a supplemental learning program that can be used to reinforce and/or assess specific skills in a subject area. The Junction City School District utilizes IXL in all four core areas as well as Spanish.)
• 2-3 will use a combination of workbooks and Kami to submit their work through Google Classroom. Daily learning engagements will occur through live and archived videos of the daily lessons. The videos that are posted will be a combination of teacher created videos of daily class interactions and supplemental videos to support instruction.
• 4-6 teachers will use live and archived videos in Google classroom for their daily learning engagements.   The videos that are posted will be a combination of teacher created videos of daily class interactions and supplemental videos to support instruction. Some teachers will have students that will complete their work through digitally uploaded assignments in Google Classroom. Other 4-6 teachers will use a combination of workbooks and Kami to submit their work through Google Classroom.
•K-6 Students will be required to watch all video lessons whether in a live setting or as a recording during the course of a day. This will be monitored by the digital learning coordinator.
• IXL will be used as a supplement to daily learning. (IXL is a supplemental learning program that can be used to reinforce and/or assess specific skills in a subject area. The Junction City School District utilizes IXL in all four core areas as well as Spanish.)
• Accelerated Reader will be used as part of their required learning in ELA.
• The district has purchased a virtual platform of the Sonday program that we use as intervention for students who exhibit characteristics of dyslexia.

7-12
• All content will be on Google Classroom. Daily learning engagements will occur through live and archived videos of the daily lessons.   The videos that are posted will be a combination of teacher
created videos of daily class interactions and supplemental videos to support instruction.
• IXL will be used as a supplement to daily learning. (IXL is a supplemental learning program that can be used to reinforce and/or assess specific skills in a subject area. The Junction City School District utilizes IXL in all four core areas as well as Spanish.)
• Accelerated Reader will be used as a part of their required reading in ELA.
*Select students who are enrolled in Virtual Arkansas Classes will use the CANVAS LMS. Zoom meetings will also be utilized. Our Virtual Arkansas Courses have on-campus facilitators who will provide another point of contact for virtual

have on-campus facilitators who will provide another point of contact for virtual students.

*7-12 Students in CTE classes will participate in their classes with blended delivery. There are some skills/activities they will have the opportunity to come on campus to participate in.

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.	K-12: Go Guardian and Google Meet video communication will be used to facilitate live conferences between two or more participants. Some teachers may also use Zoom. All district-issued devices have web cameras for video communication.
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 students with a district-issued Chromebook and charger. Clever Badges will be issued to students in grades K-3. (These badges are tools that help students access programs on their devices.) Families with little connectivity will be provided mifis to provide them with a signal for their devices.

Drive-up WiFi is available at every school parking lot in the district. Students may also access free WiFi at the public library in Junction City.

Students and families may contact the digital learning coordinator during regular school hours for technological assistance. Use of all district devices is monitored and Cisco Umbrella filtering is in place to meet the provisions outlined in the Children's Information Protection Act.

We will provide after-hours assistance two hours a day on Monday-Thursday. We will have someone available to take calls at a specified number to provide assistance and answer questions. Some problems may have to be addressed the next school day, but contact can be made with the appropriate person to troubleshoot the problem.

In order to ensure that students are using devices at appropriate times, student devices will be shut off from 10 p.m. until 6 a.m. each day. To better protect and implement online safety for our students, we will use PowerShell scripting in conjunction with GSuite Configuration manager to disable student email accounts between the hours of 10pm and 6am. One script will run at 10pm to disable all active directory accounts, then call the Gsuite manager to sync our google suite account states with google. The second script will run at 6am. It will query eSchool for active students, then re enable their active directory accounts; then it will call the GSuite manager and re enable those active student emails.

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.

Every virtual student and parent or guardian who enrolls in the Dragon Virtual School will be required to participate in on-site orientation prior to the first day of instruction. Students will also be required to attend the first two days of on-site instruction in order to develop a relationship with their teachers and become oriented to their classes for the year.

During the on-site orientation, virtual students and parents will receive an overview of DVS expectations, training on how to navigate the platforms they will be using, and strategies for successful virtual learning. If additional support is needed parents can contact the school digital learning coordinator for assistance.

During on-site orientation, the digital learning coordinators will gather information about individual needs and possible support areas. This will include food service, social and emotional needs, and other needs for academic success.

DVS teachers and coordinators will monitor student wellness and safety through student-teacher interactions, both digitally and live. These interactions may include submission of assignments through Google Classroom and live conferences. Emails and phone conversations also provide a communication avenue for students and their families to reach out to DVS.

When staff members observe student behaviors that lead to health and wellness concerns they may refer families to the school counselor or other necessary resource. School counselor forms will be available online in the event the student has counseling needs.

DVS teachers will document and monitor student attendance and engagement levels. Teachers will report to the digital learning coordinator who will contact the parent when the students are not actively engaged in the learning process.

The digital learning coordinator/student mentor will check in weekly on each student in DVS in order to ensure students are engaging in the educational process.

DVS students will be expected to maintain a "C" or higher in all classes. This expectation will be communicated to parents and students during the enrollment process and again during the orientation process.   If the student's grades drop below a "C" average, a conference will be scheduled with the teacher, the principal, and the digital learning coordinator to determine if the student will be allowed to remain virtual or if there are extenuating circumstances.   Students may be required to return to onsite instruction depending on the outcome of the conference.

If families experience changes so that they are no longer able to adequately support students in a virtual setting, students will be encouraged to return to onsite learning.

Virtual students will be advised academically to plan their high school schedules and successful transition to college and career.

Meals will be provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up will be available at the Junction City School District Cafeteria.

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.

Teachers will periodically give formative assessments to monitor and assess student progress. Students who do not show progress on weekly assignments or formative assessments will be referred for interventions. If interventions are not successful, an academic meeting will be required with the student, parent, teacher, and digital learning coordinator to plan next steps. As a last resort, students may be asked to return to onsite learning.

K-2 Progress monitoring will be reported to the digital learning coordinator with any concerns of lack of growth.

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

If a student does not make daily academic progress or is not engaging consistently, the DVS teacher will intervene. These interventions may include, but are not limited to:

Teacher activities: academic coaching, providing occasional one-on-one tutoring during their conference period, reteach the skill or standard, and/or phone call to parents.

Student activities: on-site tutoring, completion of specific daily or weekly goals determined by the teachers, participation in in-person or virtual meetings with the teacher and parent to monitor progress.

If additional interventions are needed, the student may be referred to the School Intervention Team which consists of the principal, the counselor, and one teacher. School based mental health counselors will also be included when appropriate.

Students may access school-based counseling services onsite or remotely.

All services provided through special education, ESOL, gifted education, dyslexia intervention, or 504 plans will be provided remotely or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services including occupational, physical, and speech therapies, dyslexia intervention, school-based therapeutic counseling sessions, tutoring, and administration of assessments that may not be provided as effectively virtually.

Beginning in the 8th grade, student success plans will be developed in collaboration with the high school guidance counselor. The plan will guide the student along pathways to graduation, address accelerated learning opportunities, academic deficits and interventions, and will also include college and career planning components. The district currently uses Kuder to facilitate planning.

Virtual students may also receive support from the following support personnel as needed:

Migrant Education
Gifted and Talented
DVS Director
Special Education
ESOL
School Counselors
School Based Mental Health
504 Coordinator
South Central Service Coop Specialists

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

Junction City Elementary School:

To support student learning, the Junction City School Elementary uses current school year trends, including formative and summative assessment results, to make evidence based instructional decisions in the best interest of the students we serve.

Kindergarten - 2nd grade students will complete initial screening assessments onsite three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. Students in grades 3-6 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas using IXL.

The coordinator will monitor weekly student progress in order to ensure students are meeting academic goals or targets within the curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

Science of Reading deficits will be addressed with appropriate interventions as needed.

South Central Service Coop Specialists will be called on as needed to provide services to support student learning.

Junction City High School:

To support student learning, Junction City High School uses current school year trends, including formative and summative assessment results, to make evidence based instructional decisions in the best interest of the students we serve.

Students in grades 7-10 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas using IXL. Students in grade 11 will complete the ACT.

Science of Reading deficits will be addressed with appropriate interventions as needed.

The coordinator will monitor weekly student progress in order to ensure students are meeting academic goals or targets within the curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

Note: IXL is a supplemental learning program that can be used to reinforce and/or assess specific skills in a subject area. The Junction City School District utilizes IXL in all 4 core subjects and Spanish.

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

Early intervention for students with dyslexia is dependent on informed and knowledgeable teachers. Our teachers have been through training based on the Science of Reading in order to prepare them to better recognize specific characteristics that could indicate the need to refer students for dyslexia screening. Students will be required to come on-site for screening.
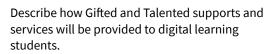The following assessments will be used:

- Test of Written Spelling 5
- CTOPP 2
- Gray Oral Reading Test (GORT 5)
- Woodcock Reading Mastery III (WRMT III)

Students who exhibit characteristics of dyslexia will be enrolled in the Sonday program for intervention. This program has a virtual component that we use with our students.

Students in grades 9-12 who indicate characteristics of dyslexia are encouraged to attend Take Flight classes that are offered on-site. But they can be served by the Sonday Program virtually if onsite learning is not an option.

The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

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

Students will be served by the Gifted and Talented teacher through her Google Classroom. The GT teacher will also utilize Renzulli Learning for enrichment activities and schedule Google Meets sessions for her students.

High school GT students who are enrolled in AP courses will be served by their AP Teachers. Content will be available on Google Classroom and through virtual class meetings.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite.

We also have a supplemental instructor who will be working with our GT program next year to provide additional enrichment activities for both onsite and virtual students.

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

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

Teachers will allow for accommodations as needed based on a student's LPAC. Additional help will be provided by the classroom teachers and paraprofessionals who will be available through Zoom or Google Meet.
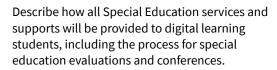
Students will receive English Language Development as part of the language learning aligned with their daily schedules. When possible, EL's will be placed in an ESL certified/endorsed teacher's classroom. Additional support from building and district-level multilingual staff may be used if needed.

English learners will be provided instruction as needed through the district subscription to Rosetta Stone in addition to their ELD in the regular classroom.

The Virtual component of the Sonday program will also be provided as a supplemental program for English Learners.
The district will ensure that all requirements of the District English Learner Plan are met for on-site and remote 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.

Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teacher.

The special education teacher will be available to assist general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The special education teacher will provide direct instruction to digital learning students according to the student's IEP.

Related service providers, such as speech, physical, and occupational therapists, will facilitate virtual services for students with an IEP through Google Meet if students are unable to receive these services onsite.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once a year for the IEP meeting. Referral and Initial Placement conferences will be conducted onsite.

Student evaluations will be conducted onsite.

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.

District special education teachers will email virtual teachers weekly to check on the progress of their remote students.

DVS Special Education teachers will follow the federal laws, state regulations and district expectations set forth for all special educators.

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.

Accommodations that are part of each student's IEP, 504 Accommodation Plan, or LPAC will be shared with DVS teachers so they can be utilized as part of their digital instruction. Additional accommodations may be necessary in the virtual environment. I have included a list of commonly used accommodations for digital learning. Teachers should document in the student folder any accommodations that they use in addition to the ones in the student plan.

Commonly Used Accommodations for Digital Learning
Below are some suggested accommodations classroom teachers may provide for virtual students with 504 Accommodation Plans or IEP's.

1) Use audio recordings or videos instead of reading text.
2) Break large assignments into smaller pieces so students will not be overwhelmed.
3) Give advanced notice of large assignments/tests.
4) Alternative setting for tests. (Allow students to choose a time of day that is most conducive to learning in their home.)
5) Format pages with fewer items per line or page. (This will not only help student be able to access content easier, it will also allow the student not to feel so overwhelmed with so many lines on a page.)
6) Allow frequent breaks.
7) Modified texts or alternative materials written on the reading level of the student. Ensure that the instructional materials align and contribute to learning objectives.
8) Allow the students to work with text in a larger print size.
9) Allow students to hear instructions spoken aloud.
10) Get class notes from teacher.
11) Extended time on assignments.
12) Frequent breaks
13) See an outline of the lesson
14) Get written instructions. A bulleted list of instructions or a checklist is helpful.
15) Use visual presentations of verbal material.
16) Minimize auditory and visual stimulation.
17) Guided notes.
18) Allow the student to give responses in a preferred form (spoken or written)
19) Use of calculator or a table of math facts
20) Use of notes/notecards- ensure students can stop, pause and replay audio files multiple times to take notes.
21) Visual support – Post videos for students as part of their learning experience.
22) Help students with organization.
23) Use manipulatives to learn and practice math skills.
24) Use graphic organizers and sentence starters to help structure and generate writing ideas.
25) Break-out sessions for one-on-one sessions with teacher as needed.
26) Take a test over several days or complete the sections in a different order.
27) Mark texts with a highlighter. (Students will have to be given specific instructions on how to highlight text in the pdf.)
28) Use an alarm to help with time management.

28)   Use an alarm to help with time management.

This is not an exhaustive list of accommodations. These are simply some suggestions. If you need any additional suggestions, contact the student's special education teacher.
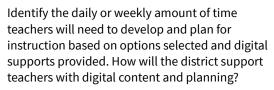
Teacher Supports

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

DVS teachers will be provided with all supports necessary to teach their class. This includes but is not limited to the curriculum itself, along with additional district provided teacher resources, supports, assignments, and assessments. The DVS director will provide summer workshops for all teachers in order for them to successfully provide digital content. Digital learning coordinators and teachers will also have the opportunity to participate in training offered at the South Central Coop this summer including LARK friED Tech Fest, Google Boot Camp, Math Science Technology, plus other offerings in order to better prepare them to provide content virtually.

Virtual teachers will receive additional instructional support through professional learning community (PLC) meetings held throughout the school year. The district leadership team will work closely with the DVS coordinators to provide support in leading the Dragon Virtual School.

The South Central Service Coop Specialists will be available to answer questions and provide assistance to teachers throughout the year.

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?

All teachers will be assigned a minimum of 225 minutes of planning time each week. Planning time will be used to review student data, course content and assessments. Release time will be provided by the district as needed to provide professional development for teachers in order to support the curriculum and improve instructional practices.

The district will continue to partner with the South Central Service Coop (SCSC) in order to provide support to for teachers in providing digital lessons.

Teachers will attend PLC meetings throughout the year in order to review student data, collaborate on student engagement strategies and ways to support student progress.

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.

All digital learners must have equitable access to instruction. Every student will be provided with a Chromebook and a charger, regardless of their living situation. If necessary, they will be provided a mifi device to access the internet. Drive-up WiFi is available at every school parking lot in the district. Students may also access free WiFi at the public library in Junction City.

The district will ensure equitable access by budgeting state and federal funds and coordinating district support services including Special Education, 504, Gifted and Talented, ESL, Homeless LIaison, School Based Mental Health Program and other onsite counseling services, etc.

The Director of Special Programs in her role as the equity coordinator is responsible for ensuring equitable access for all students and handling inquiries regarding non-discrimination policies.

I have included Junction City's Equity Policy below:

4.11—EQUAL EDUCATIONAL OPPORTUNITY
No student in the Junction City School District shall, on the grounds of race, color, religion,
national origin, sex, sexual orientation, gender identity, age, or disability be excluded from
participation in, or denied the benefits of, or subjected to discrimination under any educational
program or activity sponsored by the District. The District has a limited open forum granting
equal access to the Boy Scouts of America and other youth groups.1
Inquiries on non-discrimination may be directed to Mrs. Ellen Lowe, who may be reached at
870-899-4046 or lowee@jcdragons.k12.ar.us
.

Any person may report sex discrimination, including sexual harassment, to the Title IX
Coordinator in person or by using the mailing address, telephone number, or email address
provided above. A report may be made at any time, including during non-business hours, and
may be on the individual's own behalf or on behalf of another individual who is the person
alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.
For further information on notice of non-discrimination or to file a complaint, visit
http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm; for the address and phone number of
the office that serves your area, or call 1-800-421-3481.

Notes: A copy of this non-discrimination notification should be included in all

Notes: A copy of this non-discrimination notification should be included in all district

publications to students and parents.

1 A.C.A. § 6-10-132 requires that youth patriotic societies, such as the Boy Scouts of

America, be provided access to students during the school day; as a result, all districts

now have a limited open forum and are required to provide the same access to groups

who follow the procedure set forth in the statute to request access to students regardless

of the groups viewpoint.

2Insert the position(s) designated to be contacted on discrimination inquiries. If you have

different positions designated to answer questions on disability discrimination (504

coordinator) and sex discrimination (Title IX coordinator), then you will need to include

the position responsible for each area. Do not include the name(s) of the person(s) to be

contacted in the policy; changing the name of the person (due to a staffing change) would

necessitate amending the policy, which would require it to go through the entire adoption

process.

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 ACT, summative ACT Aspire, ELPA 21, NWEA Map Assessments, and K-2 screeners will be administered onsite for all digital learners.

Parents will be notified of onsite testing requirements during enrollment and registration. This will be stated in the district learning contract that will be signed by the parent before the student is admitted into the program. Refusal by the parent to test on site will result in denied enrollment in the Dragon Virtual School unless there are documented extenuating circumstances.

Students will test onsite according to DESE guidelines in their grade level buildings. The district test coordinator will coordinate with the building test coordinators and the digital learning coordinators in order to make the district testing schedule. Virtual students will test as a cohort and may test at the same time as onsite students. Testing plans of individual students may be altered based on specific needs of individual students, but must meet DESE test security guidelines.   If extenuating circumstances exist and the student has issues that require individual testing or an alternative time for testing, the district test coordinator will submit a plan to DESE for approval prior to testing.

The district test schedule will be posted on the school website and other social media outlets well ahead of the first testing date in order to give families adequate time to make necessary plans to have students at school on testing days.

Students will be required to bring their Chromebooks to school for testing. Device updates for virtual students will be pushed out via Chrome management in order for devices to be ready for testing onsite.The technology coordinator will coordinate with the digital learning coordinator in order to ensure that all devices have been updated.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The district will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation of the program by analyzing student data such as attendance, engagement in digital classes, and achievement as measured by formative and summative assessments such as ELPA 21, ACT Aspire, and NWEA Map.

Administrators, counselors, and teachers will work with the digital learning coordinators at each building level to identify students who are receiving grades that do not meet the expectations of the digital program in order to plan next steps.

Surveys will be conducted of parents, teachers, and students that will help inform us of areas where program improvements are needed. These surveys will be conducted three times a year: September, January, and May. The digital learning coordinators at each building will work with principals and teachers in order to implement necessary improvements.

Administrators will use data and feedback collected from teacher meetings and PLCs to monitor and make necessary adjustments to the program.

Administrators of the Junction City School District will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs and Science of Reading monitoring requirements.

The digital coordinator from each building will hold frequent meetings with building administrators to evaluate and improve the implementation of the digital program.

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

LEA INSIGHTS

Communication plan for interacting with parents, students, and the community in the digital learning process:

☐ Information will be disseminated by administrators and teachers as needed to parents, students, and the community through the school website, Facebook, Twitter, Apptegy (mass communication system for stakeholders), the digital marquee, Google Classroom, student emails, Dragon Educational Network, and the El Dorado NewsTimes.

☐ Parent and student orientation will be provided as assigned by grade level in August, 2021 to provide

information for the 2022-22 school year expectations and train students and parents in the use of tools and resources that will be used for digital learning.

☐ Parents are encouraged to communicate frequently with teachers and participate in their child's education.

Parents are provided with teachers' contact information upon enrollment. Parent and family engagement meetings will be held a minimum of each nine weeks for each school. Each school will hold a parent-teacher conference in September and February. Parents may attend onsite or a Zoom conference may be scheduled. Individual parent-teacher conferences may be scheduled throughout the school year as needed.

☐ Teachers will communicate with parents and students daily through Google Classroom and Google email. Go Guardian video presentations, Google Meet, and Zoom will be used through Google Classroom for virtual instruction for blended learning and the virtual school students to provide consistency in communication with all students and parents.

Students and Parents will be expected to attend Dragon Virtual School pre-enrollment workshop to become familiar with expectations, processes, and procedures. Digital learning coordinators have been hired at each building level (K-6 and 7-12) in order to facilitate communication.

Parents will be provided with teacher conference hours, so they will be able to contact parents with any questions or concerns.

Technology questions are to be directed to the digital learning coordinator for each building so they can get assistance from the Technology Department.

| Provide the URL to evidence of the local school board's approval of the waiver request(s). | https://drive.google.com/file/d/1GMYKCznCABS0mmKypig-2aVe6633kg7V/view? |
| 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/1D9TelmRVIL9DcnUweLSWWDVIlhGJw6VP/view? |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	Both the Elementary and High School Policies are included. The Elementary Poli
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1E3gpO6_pzIXQNNOKPO_kLRmZcUYnb-N
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1VrOTN80H8PpnXHc3UZIvgdvWuoIfOIfzN

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