



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

El Dorado School District (7001000)

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 #: 7001000
Superintendent: Jim Tucker
Email: jtucker@esd-15.org
Phone: (870) 864-5006
Duration Requested (not to exceed five years): 5 Years
 (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7001010 - Barton Jr. High School	7/8 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001012 - El Dorado High School	9-12 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001011 - Washington Middle School	5/6 - all core subjects and many electives	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001001 - Hugh Goodwin Elementary School	K-4 / all classes	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001004 - Northwest Elementary School	K-4 / all classes	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
7001009 - Yocum Elementary School	K-4 / all classes	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	<p>ESD requests this waiver for attendance to allow virtual students to be marked present and receive credit for attendance by completing online assignments and participating in online meetings instead of being physically present onsite. This attendance will be monitored by the teacher of record daily.</p> <p>Virtual students must follow the district attendance policy to remain in the virtual program.</p>
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>ESD teachers in grades K-4 will teach 100% virtual students with the following enrollment capacity:</p> <p>K: 15 (1 teacher) 1st: 20 (1 teacher) 2nd: 22 (1 teacher) 3rd: 25 (1 teacher) 4th: 25 (1 teacher)</p> <p>All efforts will be made to adhere to this enrollment capacity each grading period. ESD requests the class size/teaching load waiver due to possible unforeseen circumstances that may arise, as we strive to accommodate our students and parents, that may cause our class size to exceed the defined grade level maximum. At no time will the ESD exceed by more than 10% of the maximum stated above.</p> <p>ESD will have the following online enrollment capacity for teachers of grades 5-12: 5th -6th: 70 students per grade level (8 periods per day) 7th-8th: 70 students per grade level (8 periods per day) 9th-12th: 50 students per grade level (8 periods per day)</p> <p>Grades 5-12 teachers will mostly serve in a dual role. Every effort will be made for teachers to have remote/online instruction solely during certain periods of the day and onsite instruction solely during other periods of their day. Schedules will be made with intent to avoid having mixed (online and onsite) students during the same period.</p> <p>All efforts will be made to adhere to DESE's maximum class size/teaching load requirements. ESD will never exceed a teaching load of 190 for any grade 5-12 teacher.</p> <p>Teachers of grades 5-12 will have no more than 190 students and no more than an average of 22 per class with 8 classes.</p> <p>ESD requests the class size/teaching load waiver</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>due to possible unforeseen circumstances that may arise, as we strive to accommodate our students and parents, that may cause our class size to exceed the defined maximum. At no time will ESD exceed a teaching load of 190 for any teacher of grades 5-12.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Teaching Load Number of students:</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	



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Teachers of grades 5-12 will have no more than 190 students and no more than an average of 22 students per class. **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



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>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>ESD requests to waive the DESE rules governing the 6-hour instructional day requirement for virtual students. ESD's Wildcat Online Academy (WOA) students will learn in their own time, place, and pace (when not in a live class meeting). This may mean that an individual student may not need the 6 hour instructional day to meet the standards/lessons for that day. While ESD will provide instruction comparable to onsite students', a virtual student may take more or less time on the daily assignments, since the technology-based instruction allows for flexibility.</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			<p>The primary form of instruction will be synchronous and will happen daily. Lessons will also be made available within the learning platform for students to utilize for review and extra practice purposes in an asynchronous format. Any asynchronous learning will be for additional practice on learning targets that have been taught synchronously.</p> <p>This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</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.
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>ESD requests to waive the DESE rules governing physical activity standards for our virtual students in Wildcat Online Academy.</p> <p>Students will be assigned lessons that support physical activity while learning asynchronous. Students will not be supervised in a synchronous lesson of physical activity. The virtual schedules will include suggested breaks to ensure time is allotted in the day for physical activity.</p>

Digital Model

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

Interaction / Delivery



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

El Dorado School District's Digital Learning Option was created with input from parents, teachers, administrators and district level staff. This plan is intended to give parents an option for remote learning, as we strive to meet the needs of all of the students and families in the ESD.

The Wildcat Online Academy (WOA) is a 100% online option for students, taught by ESD teachers. This excludes possible onsite, face-to-face intervention and onsite assessment requirements.

The Wildcat Online Academy allows ESD students in grades K-12 to choose online instruction that is designed and monitored by our certified teachers and/or support staff. While the instruction is mainly delivered via Google Classroom, teacher, student, parent, and peer interaction may occur through Google Meets, email, online classroom chat and comment features, phone calls, and face-to-face meetings. The curriculum of the Wildcat Online Academy will align with state standards to provide a rigorous educational environment for students.

Wildcat Online Academy's primary form of instruction will be synchronous and will happen daily. Lessons will also be made available within the learning platform for students to utilize for review and extra practice purposes in an asynchronous format. Any asynchronous learning will be for additional practice on learning targets that have been taught synchronously.

Students will be expected to participate within the normal 8am-3pm school day.

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.



LEA INSIGHTS

ESD will utilize a virtual/online instructional model (teachers onsite / students off site). Students will receive direct/live instruction with learning content and assignments being sent through Google Classroom. Google Meet will be used as the platform for instruction. Small group interventions will take place, during a daily intervention block, online unless a more intense intervention is needed. At that time, a student may be required to come onsite to receive small group intervention.

ESD teachers have a host of support in place for meeting our students' needs.

- Instructional facilitators are housed on each campus and provide academic and instructional resources and training.

- District content chairs provide direct support to the IFs, principals, and teachers for math and literacy, as well as science.

- Vartek, our IT partner, provides an educational technology coach that supports all teachers with specific technology resources that are available to them. Such programs are specifically tailored to use of products (software) that have been purchased by the district. The Ed Tech Coach has written a guide with helpful links and videos, along with possible use ideas, for teachers to use.

<https://docs.google.com/document/d/1GmJeIUZ23HpbVnXV0BZ0jGOJFoPodCYzU3dpfzR5i9I/edit> (link to Teacher's Distance Learning Guide)

He is also available through live signup sessions for one-on-one tutorials. In addition, emails are sent out throughout the school year with brief PD on tech resources/uses. Each Tuesday in June they will have the Vartek Virtual Summit (a series of virtual professional development sessions covering a range of topics from technology integration best practices and SAMR, to escape rooms and LMS usage. Each session will start on the hour and be 30 minutes with 15 minutes for questions and answers. Like last year, there will be multiple sessions over a four-hour block).

https://docs.google.com/document/d/1-1-W7IYdkjnijM586SxuEJ28bXT4k-l7RKXwN_4Xj8/edit (link to Distance Learning Guide for Parents & Students)

- South Central Coop Specialists are available for support for teachers that will be teaching both online and onsite students

- Equipment to facilitate teaching online will be purchased for classrooms to make the process more streamlined and efficient for teachers and students.

- Paraprofessionals will be available for teachers to assist with onsite students or to assist with small groups of online students to reduce the load on the teacher.



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.



LEA INSIGHTS

Availability will be filled with an enrollment deadline of June 1, 2021. (Space will be filled according to order of enrollment application submission.)

Enrollment Capacity

WOA enrollment capacity for 2021-22:

- K: 15 (1 teacher)
- 1st: 20 (1 teacher)
- 2nd: 22 (1 teacher)
- 3rd: 25 (1 teacher)
- 4th: 25 (1 teacher)
- 5th-6th: 70 students/grade (8 period day)
- 7th-8th: 70 students/grade (8 period day)
- 9th-12th: 50 students/grade (8 period day)

Grades 5-12: Not all elective courses will be available for online students. Efforts will be made to offer additional classes for online students, but enrollment and scheduling will be considered.

CTE classes will be made available for online high school students. Such classes will again be dependent upon enrollment and scheduling, but every effort will be made to meet students' needs. Classes may have to take place with more of a blended approach (virtual on 'instruction' days and onsite for hands-on days).

K-4 teachers will be dedicated primarily to remote/online instruction. There will be paraprofessionals that may assist with small group instruction. Intervention may take place in a dual role situation in order for students to get the individualized instruction that best meets their needs. (ex: Sunday small group)

Grades 5-12 teachers will mostly serve in a dual role. Every effort will be made for teachers to have remote/online instruction solely during certain periods of the day and onsite instruction solely during other periods of their day. Schedules will be made with intent to avoid having mixed (online and onsite) students during the same period.

ESD will never exceed a teaching load of 190 for any grade 5-12 teacher.

Teachers of grades 5-12 will have no more than 190 students and no more than an average of 22 per class with 8 classes.



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

Teachers will interact with virtual students using a set schedule each day during the regular 8am-3pm school day. The primary form of instruction will be synchronous and will happen daily. Lessons will also be made available within the learning platform for students to utilize for review and extra practice purposes in an asynchronous format. Any asynchronous learning will be for additional practice on learning targets that have been taught synchronously.

ESD's Wildcat Online Academy students will be monitored closely to ensure adequate grade level progress is being maintained. The teacher and/or WOA program administrator will reach out to students and parents to provide support and recommend necessary interventions. More intense, onsite intervention may be required if a student is not progressing appropriately.

Failure to meet program requirements may result in removal from WOA. Students removed from WOA will be required to return to onsite instruction on the next school day after notification. Students who are required to return onsite must wait a full calendar year before reapplying.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

The class size waiver will be restricted to the virtual setting. Ongoing, job-embedded professional development will be provided as needed, including support from the instructional facilitators at each campus; our District Science, Math, and Literacy Chairs; Vartek our IT partner and educational technology coach. All campuses are working with Solution Tree onsite consultants that will support the building leadership teams and guiding coalitions at each campus and work to provide instructional support to virtual teachers through the PLC process.

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using common assessments, district assessments, ACT Aspire Interim assessments and Renaissance STAR assessments.



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 class size waiver will be restricted to the virtual setting. Ongoing, job-embedded professional development will be provided as needed, including support from the instructional facilitators at each campus; our District Science, Math, and Literacy Chairs; Vartek our IT partner and educational technology coach. All campuses are working with Solution Tree onsite consultants that will support the building leadership teams and guiding coalitions at each campus and work to provide instructional support to virtual teachers through the PLC process.

The district will monitor the effectiveness of supports and the need for additional supports through the PLC process as well as by monitoring student progress using common assessments, district assessments, ACT Aspire Interim assessments and Renaissance STAR assessments.

Technology / Platforms

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

While the instruction is mainly delivered via Google Classroom, teacher, student, parent, and peer interaction may occur through Google Meets, email, online classroom chat and comment features, phone calls, and face-to-face meetings. The curriculum of the Wildcat Online Academy will align with state standards to provide a rigorous educational environment for students, and will be taught by ESD teachers.

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.



Google Classroom will be used to deliver instruction. Teacher, student, parent, and peer interaction will occur through Google Meets, email, online classroom chat and comment features, phone calls, and face-to-face meetings. The curriculum of the Wildcat Online Academy will align with state standards to provide a rigorous educational environment for students. ESD teachers will plan and teach the content using various Google add-ons and technology resources (such as: Kami, Loom, EdPuzzle, Pear Deck, Flipgrid, Gizmos, Kahoot, Epic, Edulastic, etc).

Subject content will mirror onsite instruction as our teachers work with Solution Tree coaches to fully implement the PLC process at all locations.

Literacy:

CURRICULUM AND INSTRUCTIONAL RESOURCES (K-4)

Recipe for Reading Multisensory Sequential Phonics Program

Alphabet Decodable Readers & IMSE Decodable Passages with limited pictures (connected to phonics sequence K-2)

Power Readers Decodable Text

Kilpatrick and Heggerty Phonological Awareness Activities

IMSE materials

WORDS

Scholastic Story Works and various texts

Grade-level text from Reading Street and other sources for standards-based comprehension lessons (Benchmark Reading Workshop is under district consideration for purchase next year)

CURRICULUM AND INSTRUCTIONAL RESOURCES(Grades 5-12)

Various Grade-level (My Perspectives 5-8)(Glencoe Texts) texts including both literary and informational titles

Various complex, short texts are used for Close Reading across content areas pulled from Common Lit and Read Theory for standards

Text-dependent questions are required

Intervention materials aligned to the science of reading include Reading Horizons and Read Theory

Math Curriculum for K-12:

K-2: Guided Math

3-5: Eureka Math

6-8: OpenUp resources

High School: Envision Math



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.

Google Classroom will be used to deliver instruction. Teacher, student, parent, and peer interaction will occur through Google Meets, email, online classroom chat and comment features, phone calls, and face-to-face meetings.

Our instructional technology partner, Vartek, works to prepare student devices so that technology resources can be pushed out. Vartek then works hand in hand with our students, teachers, and administrators to ensure our technology works properly.

A Teacher's Distance Learning Guide has been created by our Classroom Technology Coach with live links and how-tos for all district used technology resources. In addition, the technology coach provides a Tech Tuesday email to all teachers each week with a quick, helpful technology tip. He works to put together meaningful training throughout the year for our teachers to take part in.

A Student and Parent Distance Learning Guide has also been created by our Classroom Technology Coach as a resource with live links and how-tos for all parents and students to help with navigating the different technology resources (Google Classroom, Google Meet, Google apps, Flipgrid, Epic, Khan Academy, Moby Max, Kami).



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

Students will receive a Chromebook from the ESD, so our technology partner can manage the device push updates and maintenance.

Families will need to provide wi-fi access at the location where the student will participate in WOA. If the family is unable to provide wi-fi access, they can make arrangements with ESD to provide the family a hot-spot or find a location to access wi-fi each day.

Options for wi-fi include:

Each ESD campus (inside and outside)

El Dorado High School

Barton Junior High

Washington Middle School

Hugh Goodwin Elementary

Northwest Elementary

Yocum Elementary

Yocum Primary

Barton Library

Various businesses around El Dorado

Murphy Arts District

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.



In 2020-2021, ESD has utilized Lightspeed Systems, a classroom management tool. This allows teachers to keep their students logged in and participating/focused whether in person or at distance. Educators can safely message a distracted student, redirect their browser, close windows and tabs, and enable screen sharing for collaboration between students. This has been a valuable resource that we will continue to use in 21-22 to monitor the wellness and safety of students as they learn online. Google searches for certain categories send an immediate notification to administrators/counselors (such as: violence, self harm, sexual content). The student/parent is reached out to in response to the specific situation.

Parents and students can attend Google Classroom Parent help nights each week from 4:00-6:00 where they can receive one-on-one tutorials with technology issues. Students can also take accelerated reading tests during this time.

An attendant maintains a device checkout location twice a week. This enables parents to easily switch out a device, if an issue arises (such as a broken device, a broken or lost charger, etc).

The ESD District Behavior Support Specialist is available to meet with students and/or parents via Google Meet or onsite. She is available to counsel and give guidance to both onsite and online students that are struggling in the classroom or with personal issues. We have purchased telehealth therapy kiosks that offer mental health as well as other health services. ESD teachers and/or counselors will work directly with the ESD Behavior Support Specialist to provide a referral for a student to the Integrity Telehealth System. A student can be scheduled either on an onsite kiosk or through any personal technology device. Students/parents participate in an initial evaluation to determine what health services are needed. At that time, future appointments would be scheduled to provide specific support.

ESD Food Service offers a meal pickup day each week. Parents sign up (online sign up form) for meals for the week by Monday. Meals are picked up on Friday morning for the following week. Meals are packaged separately with a label giving directions for storage and preparation. Packaging contains information on allergens and contents.



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.

Google Classroom will be used to deliver instruction. Teacher, student, and peer interaction will occur through Google Meets daily. Lightspeed Systems will be utilized to monitor student engagement.

Students in grades K-6 (and students with special needs) will be required to have a learning coach. A Learning Coach must meet the following requirements:

Able to support the young learner (K-6) by being available to them as needed during live instruction and small group time

School appropriate dress for all visible during live instruction

School appropriate language must be used

Be available to supervise, support the learning, and monitor the work and progress of the child at home, including necessary technology skills

Must be able to answer phone calls from school staff as the need arises

ESD's Wildcat Online Academy students will be monitored closely to ensure adequate grade level progress is being maintained. The teacher and/or WOA program administrator will reach out to students and parents to provide support and recommend necessary interventions. More intense, onsite intervention may be required if a student is not progressing appropriately.

Families who wish to remain in Wildcat Online Academy must be able to meet the following program requirements:

2021-22 student math and literacy assessment results will drive discussions between home and school, when needed, to determine the appropriateness of an individual student's continued placement in virtual school.

Program Commitment for 9 weeks

Students will use a District issued device for program participation

No more than 2 semester grades of 'D' in any class (no F's)

Grades K-2 must show adequate grade level progress

Students will be present with Chromebook camera on in a quiet environment to allow learning during live instruction and small group time Monday - Friday (ex: no loud music or voices in the background)

Learning environment must have appropriate lighting in order for student to be visible on the screen

Students must follow the district attendance policy to remain in the virtual program.

Onsite and/or virtual intervention will be required if adequate grade level performance is not achieved

With intervention, improvement must be shown in order to remain in the program

Intervention may be onsite

Virtual students who receive related services such as speech therapy, physical therapy, occupational therapy, 504 etc., will access their services in a virtual format.

Students must be physically onsite for the completion of quarterly assessments, state-mandated testing, and other services/requirements that may arise, including required interventions



LEA INSIGHTS

including required interventions.

Students not meeting program requirements may be removed from WOA. Students removed from WOA will be required to return to onsite instruction on the next school day after notification. Students who are required to return onsite must wait a full calendar year before reapplying.

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

Virtual students will receive small group instruction through the regular classroom. Students needing Tier I or Tier II intervention will meet with the teacher more frequently in a small group setting online. Students needing Tier III interventions will be assigned to a more intensive support group. This RTI time will be scheduled daily. Tier II and III students will be scheduled for small group instruction with trained teachers and/or paraprofessionals to work with individual needs of students.

Teachers will meet in team meetings as part of the PLC process to discuss student progress and individual needs.



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

Each ESD campus is working with a Solution Tree coach to identify and build school improvement plans. Our district is fully implementing the PLC process in order to have a true data-driven, continual process of inquiry for student achievement and school improvement. Campuses are at different levels of implementation of this process, but all are working through identifying the essential standards and building formative assessments to measure those standards and drive our intervention program. These formative assessments will be used by all teachers for all students (both onsite and virtual). Edulastic and Google Forms, among others, will be utilized in delivering the assessments to students.

The ESD District Leadership Team is also working with a Solution Tree coach to best support our campuses on their school improvement process. Instructional facilitators are housed at each campus. The IFs work directly with our district content chairs to oversee curriculum, assessments, student proficiency, and teacher support.

Students in grades K-2 use Renaissance as our State Assessment. This assessment is administered in fall, winter and spring. Data is compiled for each student and used to plan intervention. This will be done for all students whether onsite or virtual.

Students in grades 3 - 10 use the ACT Aspire interim assessments as a data source multiple times a year. These assessments will be administered onsite for all students whether onsite or virtual.



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

K-2 students are all screened for the following components:
Phonological and phonemic awareness;
Sound symbol recognition;
Alphabet knowledge;
Decoding skills;
Rapid naming; and
Encoding skills
Students in grades 3-12 may also be screened upon referral by the teacher. Screeners and Diagnostic assessments will be administered onsite to all students (onsite and virtual).

Students displaying markers or exhibiting a need for intervention will be scheduled into a small group intervention that will meet daily with a teacher or paraprofessional trained in Sonday, or Connections OG. (Each school band 5-6; 7-8; 9-12 will also have personnel trained in Take Flight this summer.)

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.

ESD students in grade 1 are all screened for Gifted & Talented services. This screening will take place onsite in the spring of 1st grade for all students (both onsite and online). Students qualifying for GT services receive services 1 day per week at our GT Center. (Monday: 2nd grade, Tuesday: 3rd grade, Wednesday: 5th grade & 6th grade (once a month) / , Thursday: 4th grade) The GT students in grades 2-6 will be able to receive GT services on their appropriate day onsite at the GT Center. There will be an option for virtual students to attend class through Google Meet.

In grades 5-8, GT services are delivered in collaboration with PreAP courses. In grades 9-12, GT students receive services through PreAP, AP, and Concurrent Credit courses. Courses are offered for onsite and online students.

All requirements from GT Program Approval Standards are 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.

The ESD ESOL Coordinator will have a list of the ESOL students that are virtual/online. She will collaborate with the teachers to be sure the appropriate supports are being utilized. Imagine Learning is a tool that will be used for both onsite and online ESOL students. The daily intervention time for ESOL students will include Imagine Learning.

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.



LEA INSIGHTS

Each student will have a Remote Learning Plan (RLP) that is individualized to the student's specific needs. The RLP becomes a part of the student's IEP for the 2021-2022 school year. The RLP is being created/reviewed at annual review conferences Spring 2021. (Please see attached sample RLP for details) In addition, students with significant cognitive disabilities will have access to the following online platforms which may also be printed:

Don Johnston Inc. (Readtopia, Co Writer and SNAP & READ)
N2Y, LLC (News2You, Unique Learning System)

Special Education Evaluations will continue to be completed within the 90 day timeline set forth by IDEA. Digital learning students will continue to be scheduled to come to the district special education office to be evaluated where COVID-19 CDC Guidelines will be strictly enforced. The El Dorado School District Special Education Dept. has a variety of PPE available to students with disabilities in order to safely access onsite psychoeducational, speech/language, occupational therapy and physical therapy evaluations amongst COVID-19 concerns. Classroom observations that are a required component for eligibility will be done through Google Classroom by the school counselor. All related service providers (speech, occupational and physical therapists) are highly trained in universal precaution.

All special education conferences for digital learning students will be held through Google Meet or via phone unless parent requests to participate in person. If participating in person, CDC Guidelines will be strictly enforced.

Each ESD campus is working with a Solution Tree coach to identify and build school improvement plans. Our district is fully implementing the PLC process in order to have a true data-driven, continual process of inquiry for student achievement and school improvement. Campuses are at different levels of implementation of this process, but all are working through identifying the essential standards and building formative assessments to measure those standards and drive our intervention program. Special education teachers are housed at each campus and are members of the collaborative teams. They work with the general education teachers (virtual and on-site) to help meet the needs of all students, including the students receiving special education services. Collaborative team meetings will occur weekly.



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.

Digital accommodations are based on individual student needs. Some accommodations include: extended time on assignments, assignment flexibility as guided by an IEP/504, adaptive intervention resources, text to speech embedded in the learning platform, internet browser text reader, digital notes provided to students, etc.

Teacher Supports

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



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A Teacher’s Distance Learning Guide has been created by our Classroom Technology Coach with live links and how-tos for all district used technology resources. In addition, the technology coach provides a Tech Tuesday email to all teachers each week with a quick, helpful technology tip. He works to put together meaningful training throughout the year and over the summer for our teachers to take part in. He is also available through live signup sessions for one-on-one tutorials. Each Tuesday in June they will have the Vartek Virtual Summit (a series of virtual professional development sessions covering a range of topics from technology integration best practices and SAMR, to escape rooms and LMS usage. Each session will start on the hour and be 30 minutes with 15 minutes for questions and answers. Like last year, there will be multiple sessions over a four-hour block.

Information has been shared with teachers and principals about the summer training available at the co-op (including LARK FriED Tech Fest, Google Boot Camp, etc).

ESD Behavior Support Specialist has ongoing training that has been and continues to be provided to our teachers to equip them to handle students who have experienced trauma. Such training is as follows:

Trainings that have been provided for staff related to SEL:

Kognito At Risk-avatar based program teaching effective ways to communicate with students in crisis

Kognito Friend to Friend-avatar based program for students to practice interacting with a peer struggling or in crisis

Seed Digging-therapeutic training program attended by 7 counselors who all completed certification at the Pro level

Brain Architecture Game-trauma informed, hands on training to bring awareness to adverse childhood events

General Trauma Informed brief training presented by Mental Health coordinator relating to classroom interventions

Self care and mental health training presenting by Mental Health coordinator to HS staff

Classroom behavior interventions for staff presented at a staff meeting at elementary schools

Viewing of “Paper Tigers” presented at ALE

Training that will be implemented:

Kognito At Risk-all campuses

Kognito Trauma informed-all campuses

Ripple Effects-Yocum ISS and WMS ISS, TTO and homeroom classes

Resilient the Film-opportunity for all staff.

District Literacy, Math, and Science chairs provide guidance and support to principals and teachers. The chairs work closely with math and literacy instructional facilitators that are located at each campus. The IFs provide support for teachers and students. They assist with gathering resources, gathering student data, guiding teachers in understanding the standards, planning and curriculum mapping. In 20-21 the IFs and chairs assisted in



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planning, and curriculum mapping. In 2021 the IT and OIT staff assisted in building a content library of instructional videos that can be utilized as a resource. In addition, our district continues to have teachers that attend the Math & Science (STEM) consortium through out co-op. These teachers continually bring back ideas to their teams to enable our district to be on the cutting edge with new educational technology.

In working with the Solution Tree onsite coaches, work with essential standards identification and unwrapping will take place throughout the summer. Both virtual and onsite teachers will take part in the process as the curriculum for our district is continually improved.

Teachers and paraprofessionals receive training in Sonday, Connections, or OG to allow for experts to be housed at each campus to provide instruction for identified students. This summer, each school grade band (5-6; 7-8; 9-12) will also have personnel trained in Take Flight. This training/strategies will be utilized with both onsite and online students.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Teachers will have a 40 minute conference period each day to plan for online instruction. Online teachers will be part of a collaborative learning team within the campus they are housed on. All campuses are implementing the PLC process with an onsite coach from Solution Tree. The online teachers will be as much a part of the collaborative team as the onsite teachers. Each week there will be 60 minutes provided for each collaborative team to meet within their day.

The district leadership team is also working with an onsite coach from Solution Tree to support the campuses with the PLC process. The district leadership team will work to support both onsite and online teachers by working with and supporting the curriculum work led by the chairs and instructional facilitators.

District Supports

Describe how the district will ensure equitable access to opportunities for success for digital learner's needs (poverty, homelessness, migrant, foster care, and military connected students) A link (URL) to the district equity plan may be acceptable if it meets this criteria.



https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/822165/section_4_students.pdf

The El Dorado School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

Receive appropriate time and training in order to carry out the duties required by law and this policy;

Coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;

Ensure that school personnel receive Professional development and other support regarding their duties and responsibilities for homeless youths;

Ensure that unaccompanied homeless youths:

Are enrolled in school;

Have opportunities to meet the same challenging State academic standards as other children and youths; and

Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;

Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable. To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that he/she is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.



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 WOA students must complete assessments mandated by DESE and El Dorado School District.

WOA students are required to be on campus during each assessment window for these assessments :

Renaissance STAR Early Literacy K-2

Renaissance STAR K-8

Elementary district assessments

ACT 11th

ELPA English Learners K-12

ACT Aspire 3rd-10th

Dynamic Learning Maps (Qualifying students)

PSAT 10th

Semester tests

*This is not a comprehensive list. Others may be added as the need arises.

This will be communicated by the school administration and by the teacher.

Many resources will be used for communication such as: Google Classroom, email, phone calls, social media, messaging apps, and/or mailed letters.

Students will be scheduled for onsite assessments at their home campus during the regular school day.

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.

Surveys will be sent each grading period in the form of a Google Form via Google Classroom and social media (Facebook or messaging apps) for the district to gather data on the program effectiveness from all stakeholders (parents, teachers, students, etc.)..

The digital learning plan committee will review the responses and discuss improvement suggestions to better the program for ESD students.

Assessment data will be evaluated in every student group, including onsite & online.

Walkthroughs and evaluations will take place through Google Classroom and Google Meet sessions by the evaluating administrator just as they would walking in an onsite classroom. Feedback and guidance will be given to virtual teachers based on observed data.



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)

Teachers will conduct an orientation for students and parents enrolling in WOA. Expectations and guidelines will be communicated in the mandatory orientation and well as an overview of what a learning day will look like for a student.

A Student and Parent Distance Learning Guide has also been created by our Classroom Technology Coach as a resource with live links and how-tos for all parents and students to help with navigating the different technology resources (Google Classroom, Google Meet, Google apps, Flipgrid, Epic, Khan Academy, Moby Max, Kami).

Parents and students can attend Google Classroom Parent help nights each week from 4:00-6:00 where they can receive one-on-one tutorials with technology issues. Students can also take accelerated reading tests during this time.

An attendant maintains a device checkout location twice a week. This enables parents to easily switch out a device, if an issue arises (such as a broken device, a broken or lost charger, etc).

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

ESD School Board favors the Wildcat Online Academy option for our students and

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

ESD stakeholders (students, parents, teachers, administrators, board members, c

Policies

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

Digital learning students will follow the district attendance policy for all students

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

Digital learning students will follow the district discipline policy for all students. I

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

Digital learning students will follow the district grading policy for all students. htt