Act 1240 Digital Learning Waiver Request

Status: **SBE Approved**

🏛 Omaha School District (0504000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.

- **Add grade levels** not included on the initial application.
- Remember to address each section of the application to include the grade level information being added.
- **All additions should be in red font.**
- Please do not remove or revise any information in the approved application.
- Email updated application to Melissa.Matus@ade.arkansas.gov .
- Updated applications are due September 1 by 5:00 p.m.

District:

LEA#:	0504000
Superintendent:	Ryan Huff
Email:	Ryan.Huff@omaha.k12.ar.us
Phone:	(870) 433-2453 Ext. 2301
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0504023 - Omaha High School	9-12 Grade	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
K-6 grade			Virtual (Online) Remote Distance LMS BUZZ	

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)	The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning. Special attendance consideration is given to students working at an accelerated pace. The students will be required log-on to their courses daily to be counted for attendance. District policies and practices regarding student absences apply to digital learning students. Chronic absenteeism may result in a recommendation to return to onsite instruction and/or a referral to the juvenile court for additional services. K-6 grade will follow the above statement concerning Attendance with Lincoln Learning.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	We are requesting class size waiver for Lincoln Learning as large group instruction does not apply to elementary. The class size will not exceed 28 students.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are requesting a waiver for the teaching load. The virtual teacher from Lincoln Learning provides virtual instruction to only students who are remote.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Virtual students may have 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 need to engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days. K-6 request the Waiver for six hour instructional day.
Clock Hours	1-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.
				Because virtual students have more control over the pace of their instruction and learning, 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; how long that 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)	We request the recess waiver for K-6.

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.

Virtual Arkansas is a "high touch" virtual learning experience that harnesses the benefit of synchronous or "live" instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request an additional one-on-one Zoom session as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom.

Students with a grade below 65% will attend all zoom meetings with the instructor until the grade raises to above 65%. The Digital Learning Facilitator will facilitate the necessity of the meetings.
Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

The expectation for students is that they to log-in to all of their courses daily for attendance purposes.

K-6th grade students will use 100% virtual Lincoln Learning. Lincoln Learning teachers will use both synchronous and asynchronous to engage students in instruction. Zoom meetings will be used weekly or when the student needs extra assistance. Students who fall behind in weekly work will be contacted weekly by the Omaha Digital Learning Facilitator to address any issues before they become serious. Students and teachers will use BUZZ to communicate. The teachers are expected to reply within 24 hours. Students are expected to log in everyday to complete assignments.

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.

Omaha High School will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teachers. All learning will take place online

K-6th grade will utilize online virtual remote learning through Lincoln Learning. Students will engage in their work through Buzz. Students will have the opportunity to engage in synchronous learning through live scheduled Zoom meetings with their teachers and or the Omaha Districts Digital Learning Facilitator.

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.

In K-6 a paraprofessional at the district level will be the onsite facilitator with the Lincoln Learning program. The facilitator will follow all the same requirements as listed with the 9-12. If a student needs assistance on campus, the facilitator will schedule a time for a face-to-face visit.

Omaha High School will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator.

Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

A paraprofessional at the Omaha High School will be the onsite facilitator of the Virtual Arkansas program. The facilitator will keep in contact once a week with the students to keep track of their grades and progress in the Virtual Arkansas courses. The facilitator's sole role and responsibilities are to monitor all virtual and onsite Virtual Arkansas classes and students. The facilitator will oversee the learning lab for students by scheduling a time for virtual students to receive assistance if students have the need.

K-6th grade will use Lincoln Learning for its delivery of instruction for 100% of the virtual students. Lincoln Learning provides fully certified teachers of record while we provide the facilitator.
Lincoln Learning provides training and support for facilitator via the Omaha Facilitator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous when needed with activities.

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

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian and initiate further contact with students demonstrating difficulties with course content. Omaha will use School Status and Gmail to communicate. Students are highly encouraged but not required to attend all Zoom sessions. However, if at anytime a student's grade falls below 65%, the student is required to participate in all Zoom meetings. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

K-6th for students utilizing Lincoln Learning courses, the teacher will actively monitor their courses. Each week the facilitator on campus will send a detailed report from Lincoln Learning to communicate progress. Omaha will use School Status to communicate and Gmail.

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 is not requested.

Students will utilize Virtual Arkansas in their home setting. Students who need additional support will have the opportunity to come on campus for support. There is a Digital Learning Lab set up in the Omaha High School.

A paraprofessional will be assigned to support the virtual teachers in monitoring attendance weekly. The district will monitor the effectiveness of supports and the need for additional supports through monitoring student progress in the coursework.

Omaha teachers will be available for group tutoring sessions or one-on-one support sessions during pre-arranged meetings between the facilitator and the class teacher.

If the student is receiving Dyslexia services, the district's designated interventionist will provide the required support through Google Meet. The Dyslexia Interventionist will keep data and communicate progress to parents once a month.

All IEP modifications will be sent to the Virtual Arkansas teachers at the beginning of each semester and updated if changes are made throughout the year. The facilitator will check to ensure the teacher is following all modifications.

Again, if a student falls below 65% in a subject area, the student will be required to attend all provided Zooms by Virtual Arkansas in the subject area. The facilitator will check in with the teacher and student who is failing to determine the protocols are followed. If the student is still falling behind and seems to be struggling, a request for the student to attend on-campus instruction tutoring located in the Omaha Learning Lab will be required. If grades for the nine weeks or semester are failing or attendance is not adequate the school will have a meeting with the parents and student and be asked to return to onsite instruction.

K-6 students utilizing Lincoln Learning will be in their home setting. Students who need additional support will have the opportunity to come to campus for support or arrange a face-to-face synchronous Zoom.   If a student receives Dyslexia services the district Dyslexia Interventionist will provide Google Meet and provide their weekly requirements for Barton.

All IEPs will be sent to Lincoln Learning at the start of each semester. If a student falls behind then the Omaha facilitator will contact the parents and the principal and set up a plan of action.

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?

By using Virtual Arkansas as the 100% digital learning solution, our school is minimizing the load and responsibility of instruction by allowing face-to-face teachers to focus on their face-to-face students.

Note: Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support are solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

By using K-6th Lincoln Learning 100% digital and their certified teachers, our school is minimizing the load and responsibility of instruction by allowing face-to-face teachers to focus on their face-to-face students.

Technology / Platforms

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

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. Students and the Omaha Facilitator will receive training on how to use Canvas.

K-6th students will use LMS Buzz through Lincoln Learning. Our Omaha facilitator will receive training on how to use Buzz and ensure parents/ students are trained during back to school program.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.

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

K-6th Lincoln Learning courses are designed and written by subject matter. Lincoln Learning courses and content are designed and developed using Arkansas State Standards. The courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

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

K-6 students will use Zoom and Google Meet as a conferencing software. Lincoln Learning teachers will utilize Zoom to facilitate synchronous sessions.

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 Omaha School District provides a Chromebook to all 9-12 students, including virtual students.

Students with limited or no connectivity will be provided a district-owned hotspot. Drive-up WIFI is also available in any of the parking lots on campus. Students experiencing temporary internet outages or the inability to connect are instructed to contact the school to establish a plan for missed days of instruction.

All district devices are monitored using Go Guardian and filters are in place to meet the provisions outlined in the Children's Information Protection Act.

The Omaha Technology Department is available for support to students and families during school hours via phone or email. Parents and students will receive a troubleshooting guide for the most common technology issues in the event a need arises after hours. The technology staff is also able to access district-owned student devices remotely to troubleshoot.

K-6 students will follow the same guidelines and support as mentioned above in this section. Hotspots, Chromebooks and Go Guardian are available to all Lincoln Learning students.

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.

To ensure that families are prepared for learning from home, the Omaha Digital Learning program will require every virtual student and parent or guardian to participate in a program entrance orientation. During this event, parents/guardians and students will be instructed in digital learning schedules, introduced to the learning management system, review student and parent expectations, and learn strategies for success in the digital learning program. Support for families will continue throughout the school year in the form of bi-weekly digital program updates and orientation to current topics, including grade reports, and strategies for monitoring student progress.

Parents who are unable to report to orientation will be given the opportunity to complete the session asynchronously.

Throughout the first week of school, the District Digital Facilitator will conduct orientation of digital learning resources and the platform for both students and parents. Students will be asked to complete a virtual learning survey in the first week to inform of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success.

Each student in grades 9-12 will have contact with the District Digital Facilitator each week. The District Digital Facilitator will act as a mentor for the virtual student. This includes monitoring student progress, attendance, and engagement and making recommendations for student Intervention when necessary.

The District Digital Facilitator will intervene when students and or families are struggling with non-academic factors. Omaha School District offers breakfast and lunch pick-up for virtual students needing access to food.

The District Digital Facilitator will monitor attendance and make parent contact via phone / email when attendance expectations are not met. If after 5 days contact has not been made with the student, then a home visit will be made.

Students not following the attendance guidelines may result in the student returning to on-campus learning.

Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies. If students are in need of SEL, the Omaha School District will provide resources on their 360 digital programs focusing on SEL.

K-6 teachers will follow the same procedures and safeguards as mention above for 9-12 students. Lincoln Learning teachers are trained to employ actions and behaviors to ensure the physical and mental health of students are addressed. Lincoln Learning uses a variety of methods of communication. Lincoln Learning teachers will be in contact with the District Digital Facilitator if there is an issue that arises that warrants concern. Lincoln Learning teachers are required to report any suspected abuse to the Department of Health. The Omaha District will also provide resources on their Suite 360 digital program focusing on SEL.

| 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. | Weekly progress monitoring will take place utilizing reports from Virtual Arkansas's learning management system and attendance records from the facilitator. Interventions may include but are not limited to weekly check-in meetings with the facilitator and principal, parent and student meetings with the principal, or a transition to face-to-face instruction.

Omaha High School has access to the Virtual Arkansas SIS and Google Classroom LMS to monitor students in real-time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful. If students are falling behind and their class grade is below a 65% then Zoom meetings with Virtual Arkansas teachers are mandated. If this is still not enough, the facilitator will coordinate a time for the student to be onsite and receive in-person assistance. If the student does not engage by the first 9 weeks of a semester, the student will be asked to return to onsite instruction. |
| Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel. | K-6 Lincoln Learning will have a required weekly progress report with our Omaha District Digital Learning Facilitator. Lincoln Learning has access to SIS and Google Classroom to monitor student in real-time. If interventions are needed, the Lincoln Learning teachers will provide the intervention and then contact the district facilitator to arrange further interventions if the Omaha School's digital committee finds the need. If the student is not making adequate progress, the committee will ask the student to return to onsite instruction if the progress is not met in the 9 week period. |

If a student is not making the required daily academic progress or is not engaging consistently, the Digital Facilitator will intervene. The interventions may include, but are not limited to:

Facilitator:
A phone call to student and parents
Create and implement a student intervention plan
Academic coaching

Students:
Specific completion of daily and or weekly goals determined by the facilitator and accomplished by the student.
Mandatory in-person or virtual meetings with the teacher, student, and or parent to monitor progress.
Increased time spent on coursework.
Remediation with the facilitator to ensure success on assignments.

If the information collected does not show improvements in student learning, the student will be referred to the principal. Interventions may include but are not limited to weekly check-in meetings with the principal, parent and student meetings with the principal, or a transition to face-to-face instruction.

Students are eligible for face-to-face instructional support during established hours of on-site learning.

Students may continue or elect to enroll in school-based counseling services on campus or remotely.

All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet on-site for specific services and assessments. State required testing for Aspire will require virtual students to attend onsite.
 Support Personnel include (but not limited to):
Mediation/Mentor
Counseling/Mental Health Coordinator
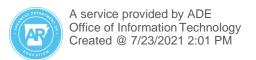Gifted and Talented Coordinator
Virtual Learning Coordinator
Alternative Learning Environment Coordinator
Special Education Coordinator
English Language Learner Coordinator
OUR Co-op Educational Service Center specialists

Additionally, Virtual Arkansas teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks

Interventions will take place via Zoom.

K-6 students will follow the same RTI process as mentioned above. However, Lincoln Learning teachers are trained to determine if a student is in need of academic interventions. The process will follow the school handbook policy. The intervention will occur both with Zoom and Google Meet.

K-2 Students will be required to meet daily for reading instruction follow-up utilizing the Science of Reading techniques. The instruction is provided by a Certified Rise Trained teacher. We will use a certified teacher from Omaha do implement these lessons. The teacher will contact student/parent to work out a time for synchronous instruction.

Describe the district or school's formative assessment plan to support student learning.	Students in grades 9-12 will complete the STAR Assessment twice per year. During digital student check-ins, the facilitator will discuss progress with students.

When possible based on assessment requirements, families will be provided with flexible scheduling options for the assessments: STAR, ACT Aspire Interims, and other screening assessments. However, exams with required start times (AP, The ACT, PSAT) will not run on flexible schedules.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments (open-ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks

Based on formative assessment results and other data, students will be provided interventions to meet their determined needs.

K-6th students will complete STAR/Istation Assessments twice per year. The assessments will be conducted on campus to ensure accuracy. Lincoln Learning courses will have periodic formative assessments to check for understanding.

Describe how dyslexia screening and services will be provided to digital learning students.	Dyslexia services and progress monitoring will be provided remotely with the Dyslexia Interventionist. Time will be scheduled in the day for providing virtual services for students.

Virtual Arkansas provides accessibility tools to support students with dyslexia including Snap and Read that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by the partnering school.

The District will ensure that Dyslexia laws will be followed for digital and on-site learners. Dyslexia interventions will be provided via Zoom by an interventionist trained in the Barton program. Students will be provided any needed supplies or resources.

K-6 students will follow the same listed procedures to identify and implement services if assessments determine student has characteristics of dyslexia. Student have access to Snap and Read which will read the text if student needs additional support. IEP and 504 plans will be uploaded to Lincoln Learning. |
| Describe how Gifted and Talented supports and services will be provided to digital learning students. | GT services will be provided remotely utilizing GT teachers and the learning management system.

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

The District will ensure that GT Program Approval Standards will be followed for digital and on-site learners.

K-6 students will follow the same procedures for identifying students as the handbook for in-person students. Students may be asked to come to campus to complete additional assessments if the student is not already identified. The school will work with Lincoln Learning to provide additional support to identified GT students. The Omaha District will ensure that GT Program Approval Standards will be followed for digital and on-site learners. |

Describe how English for Speakers of Other Languages (ESOL/ESL) supports and services will be provided to digital learning students.	Program evaluations will be scheduled onsite with the ESL coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for the ELPA 21. Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools. The District will ensure that requirements for English Learner Plans are met for on-site and remote learner students. K-6th students will follow the same program evaluations with an onsite ESL coordinator. ESL services will be provided and accommodations will be provided to Lincoln Learning staff. Students will be scheduled on-site for teh ELPA21.
Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.	Special Education Services and support will be determined by the student's IEP committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parent/guardians. Accommodations will be provided through the learning management system. Students will be scheduled onsite for special education evaluations. Conferences can be conducted by choice of parent either virtually or onsite. Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Omaha High School will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school. Special Education will be provided based on rules and regulations. K-6 students using Lincoln Learning will work in conjunction with Omaha Elementary and the Omaha Digital Facilitator to support the Special Education Services determined by the student's IEP committee. The committee will determine the method for delivery of services that best meets the needs of the child. Accommodations will be provided through the learning management system. Students will be scheduled for onsite special education evaluations. Lincoln Learning teachers will provide information on the students' progress for conferences when requested by the district. Omaha's Digital Facilitator will receive the modification/accommodations from the Special Education teacher on-site and then scanned to the Lincoln Learning teachers. The modification will be upload within the first 10 days of school or enrollment.

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 include, but are not limited to digital copies of notes, text-to-speech embedded in the learning platform, internet browser text reader, SNAP-N-Read, extended time on assignments, flexible assignments, and adaptive intervention resources. Student service committees may determine additional Accommodations based on individual student needs. Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning. K-6 will use digital accommodations listed but not limited to digital copies of notes, text-to-speech embedded in the learning platform, internet browser text readers, SNAP-N-read, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services will be completed my an Omaha Special Education Teacher for minutes stated on the student's IEP. These services are in addition to Lincoln Learning teacher contact.

Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.	Omaha High School will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technical support specialists to assist with any technology issues. K-6 teachers will utilize Lincoln Learning as our digital content and digital instruction solution. Lincoln Learning provides robust online teacher training and development for all new teachers entering the field of online teaching.

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?

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

K-6 Elementary will utilize Lincoln Learning for content and digital instruction. Lincoln Learning teachers will utilize curriculum developed by Lincoln Learning and Arkansas subject matter experts. Our school will provide a District Digital Learning Facilitator to aid Lincoln Learning teacher as they provide instruction to the students.

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.

Omaha School District does not discriminate on the basis of race, color, sex, national origin, or disability in any of its policies, practices, or procedures.

The district will use the following measures to ensure equitable access:
The budgeting and use of state and federal funds to provide Equitable access to Educational Services.
Equal access to technology devices and support in connectivity.
Coordination with District support service programs, including special education, 504, ESL, GT.

K-6 Elementary will follow the same equitable opportunities as mentioned above with the 9-12 students.

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.

When possible based on assessment requirements, families will be provided with flexible scheduling options for the assessments. STAR, ACT Aspire Interims, and other screening assessments. However, exams with required start times (AP, The ACT, PSAT) will not run on flexible schedules.

Parents will be notified of the on-site testing requirements via School Status and email.
During initial enrollment and in the virtual learning contract.
Within the virtual learning handbook.
In weekly virtual learning updates leading up to each test administration.

The district will utilize DESE guidelines when testing virtual students, which includes:
Testing virtual students as a separate cohort from their grade level group.
Organizing small group virtual testing rooms to accommodate the need for additional social distancing if guidelines are still in a place of state testing.
Any students who do not participate in required summative state-wide assessments maybe required to return on-site learning and/or not be allowed to enroll in digital learning for the coming school year.

K-6 Elementary parents and students will follow the same policies and procedures as mentioned above for expected statewide summative assessments. Students will be asked to schedule a time to complete all statewide ACT Aspire testing requirements or ISTATION on-site.

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.

In order to monitor and evaluate the effectiveness of the virtual learning program, the district will:

Conduct student learning surveys in the first week of the program to determine student support needs and a Survey to reassess those needs at midyear and in the spring. These survey results will be reviewed by the High School Principal and / or District Digital Facilitator.

Survey parents after each orientation session to determine immediate needs and develop a supportive response.

Analyze student data of course progress and Star growth to determine instructional effectiveness. The Star data will be analyzed 2 times. The data will be reviewed by the Principal and /or Digital Learning Facilitator.

Analyze student conduct and analyze parent and student forums and surveys two times per year in each grade band.

Utilize the Ready for Learning Committee to analyze relevant data and program effectiveness once per semester.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

The District will review comparable data for remote learners and on-site learners to determine effectiveness of the remote learning versus on-site learning.

K-6 Elementary will monitor and evaluate the effectiveness of the virtual learning as mentioned above with the 9-12. However, the Lincoln Learning Program provides the partnering school with access to the SIS and BuZZ LMS. Facilitators are trained to pull grades from SIS weekly to monitor student progress. The district will review data from surveys and compare effectiveness of the remote learning versus on-site learning.

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)	Family feedback and input was a key component in the development of the Omaha School District digital learning plan. Throughout the 2020-21 school year, parents provided feedback that assisted in the development of the digital learning plan. Parents will receive the weekly District Parent Engagement email that includes all on-campus activities and resources to ensure virtual students are engaged with their peers when possible. An orientation event will be held for all parents of digital learning to familiarize parents / students with the hardware, software, and processes involved with digital learning. District Digital Facilitator will be the first point of contact for parent / student concerns regarding coursework and technology issues. In addition, Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their student's activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Arkansas Parent Guide https://www.virtualarkansas.org/293342_2 K-6 Elementary will follow the same guidelines and procedures as mentioned above for family feedback and input. The elementary will provide orientation for parents of digital learning to familiarize parents and students with the hardware, software, and processes involved with digital learning. The Omaha Digital Facilitator will be the first point of contact with parents using Lincoln Learning. Family Engagement is highly encouraged and the Lincoln Learning digital students will be offered the same opportunities to engage in on-campus activities such as peewee sports, clubs, and events. Omaha will use School Status to keep parents engaged in what is happening on site.
Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://bit.ly/3vsEQOg K-6 https://bit.ly/3o5NlOQ updated board minutes approval
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://bit.ly/3dYwHv2 K-6 students/parents will use the same link above to access to view stakeholder feedback. Newly updated stakeholder feedback: https://bit.ly/3ESTRym

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://bit.ly/3vmvGCE K-6 will use this link to update policies https://bit.ly/3A4yjMi

Please provide a link (URL) to the discipline policy for digital learning students.	https://bit.ly/3vmvGCE K-6 student/parents will use this updated link https://bit.ly/3A4yjMi
Please provide a link (URL) to the grading policy for digital learning students.	https://bit.ly/3vmvGCE K-6 students/parents will use this updated link https://bit.ly/3A4yjMi

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