



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Lakeside School Dist(Garland) (2606000)

School Year 2022-2023

! 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 #: 2606000
Superintendent: Shawn Cook
Email: shawn_cook@lakesidesd.org
Phone: (501) 262-1880
Duration Requested (not to exceed three years): 3 Years
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2606039 - Lakeside Primary School	K-6	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2606042 - Lakeside Intermediate School		Synchronous		
2606043 - Lakeside Middle School				
2606045 - Lakeside Junior High School	7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2606044 - Lakeside High School				



Waivers

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver-</p> <p>A student in a virtual/remote environment who is not physically present on campus will be marked present if the student stays engaged in the remote learning.</p> <p>Definition of Engagement- A student logs in weekly to the learning platform, participates in scheduled zooms, and submits assignments according to specified due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan.</p> <p>Extenuating circumstances that require longer periods of time to complete assignments, the digital learning coordinator or building administrator will work with the student and family to create a student success plan.</p> <p>AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Request Waiver for K-6- At no time will there be more than 22 Kindergarten students in a class. At no time will there be more than 27 students in a 1st-6th grade class.
Teaching Load Number of students: 66 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	NOT Requesting Waiver- Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



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.
				<p>Request Waiver-</p> <p>The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches.</p> <p>Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.</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>Request Waiver-</p> <p>Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.</p>
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)	



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>Request Waiver-</p> <p>The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.</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.



The interaction in our Virtual School will be Asynchronous & Synchronous.

Grades K-6

IN GRADES K-6, STUDENTS WILL COMPLETE ASSIGNMENTS AND ASSESSMENTS ASYNCHRONOUSLY AND SYNCHRONOUSLY AS REQUIRED BY DAWSON ESC K-6 VIRTUAL PROGRAM. THE CORE INSTRUCTION WILL BE PROVIDED BY ARKANSAS LICENSED TEACHERS IN COLLABORATION WITH DAWSON ESC VIRTUAL PROGRAM. THE CURRICULUM WILL BE ALIGNED TO ARKANSAS STATE STANDARDS AND APPROVED BY THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION WHEN APPROVAL IS REQUIRED. DAWSON ESC WILL MEET WITH DISTRICT TEAMS TO DISCUSS OPTIONS FOR CORE INSTRUCTION (EDGENUITY, LINCOLN LEARNING, ETC).

INSTRUCTIONAL PROFESSIONALS WILL USE A VARIETY OF DELIVERY METHODS. THIS ONLINE CURRICULUM COMPONENT WILL BE USED IN COMBINATION WITH VIRTUAL FACE-TO-FACE AND PHYSICAL FACE-TO-FACE CURRICULUM SUPPORT, ALL DESIGNED TO GIVE STUDENTS MORE OWNERSHIP OVER THEIR LEARNING. A BLEND OF HIGH-YIELD ASYNCHRONOUS AND SYNCHRONOUS METHODS WILL BE UTILIZED. ZOOM WILL BE USED FOR UNPACKING THE LESSON, PROVIDING GROUP SUPPORT, PROVIDING INDIVIDUAL INSTRUCTION, OR POINT-IN-TIME REMEDIATION. STUDENTS MAY ALSO PARTICIPATE IN BUILDING-LED LITERACY INSTRUCTION AND SUPPORT. FACE-TO-FACE INSTRUCTION AND SUPPORTS WILL BE OFFERED TO ALL AND REQUIRED FOR SOME, BASED ON PERFORMANCE. IF AVAILABLE, STUDENTS MAY BE PROVIDED WITH A WORKBOOK TO ACCOMPANY THE DIGITAL CURRICULUM. STUDENTS WILL PARTICIPATE IN INDEPENDENT READING, GROUP READING, READ ALOUDS, AND BOOK CLUBS TO PROMOTE A CULTURE OF READING. THE VIRTUAL CAMPUS WILL PROVIDE FLEXIBILITY IN DAILY PACING WITH WEEKLY MILESTONES.

INSTRUCTIONAL PROFESSIONALS WILL PRESENT CLEAR, ORGANIZED LEARNING MATERIALS WITH CONSISTENT LESSON LAYOUT TEMPLATES. WE WILL BUILD A LEARNING COMMUNITY THAT ENGAGES STUDENTS, ENCOURAGES STUDENT LEADERSHIP AND STUDENT VOICE, EVEN AT AN EARLY AGE. UTILIZE A VARIETY OF TEACHING STRATEGIES AND TOOLS WHICH MIRROR THE STRATEGIES IN AN EFFECTIVE BRICK-AND-MORTAR CLASSROOM.

WHOLE GROUP

SMALL GROUP

ONE-ON-ONE

HANDS-ON PROJECTS

COOPERATIVE LEARNING

COLLABORATIVE PROJECTS

INDEPENDENT PROJECTS

CHOICE OF ASSIGNMENTS

ENCOURAGE AND EXPECT STUDENT VOICE

DAILY AND WEEKLY PROGRESS MONITORING



DAILY AND WEEKLY PROGRESS MONITORING

SCIENCE OF READING (DEPENDING ON THE CORE CURRICULUM CHOSEN, THERE MAY BE A NEED TO SUPPLEMENT.)

REMEDIATION

ENRICHMENT OPPORTUNITIES

MATH QUEST

GPS

VIRTUAL OFFICE HOURS

EDUCATIONAL GAMES AND INTERACTIVE ONLINE QUIZZES

THIS BLEND OF TEACHING AND LEARNING WILL PROVIDE QUALITY ASYNCHRONOUS AND SYNCHRONOUS INSTRUCTION, COLLABORATIVE EXPERIENCES THAT SUPPORT STUDENTS LEARNING WITH AND FROM EACH OTHER, AND AN EMPHASIS ON CRITICAL THINKING, COMPLEX PROBLEM SOLVING, AND EFFECTIVE COMMUNICATION. ULTIMATELY, THE VIRTUAL CAMPUS SEEKS TO TRANSFORM AND PERSONALIZE LEARNING EXPERIENCES TO WORK TOWARDS HIGH STUDENT ENGAGEMENT AND INVOLVEMENT.

CURRICULUM FOR 4 CORE SUBJECTS IS MADE THROUGH EDGENUITY FOR K-6.

DAILY SYNCHRONOUS INSTRUCTION TO ENSURE SCIENCE OF READING REQUIREMENTS ARE MET FOR K-2 LEARNERS. ADDITIONAL INSTRUCTION FOR K-2 WITH DAILY ZOOMS AND SMALL GROUP INSTRUCTION 3 TIMES PER WEEK TO ENSURE SCIENCE OF READING REQUIREMENTS ARE MET. ALL K-2 STUDENTS WILL HAVE A DAILY SYNCHRONOUS ZOOM AND IN ADDITION TO THE DAILY ZOOM, A MINIMUM OF 3 SMALL GROUP SESSIONS PER WEEK WILL BE PROVIDED SYNCHRONOUSLY. THIS ADDITIONAL INSTRUCTION INCLUDES, BUT NOT LIMITED TO:

~PHONEMIC AWARENESS

--HEGGERTY- DAILY PRACTICE

--KILPATRICK'S EQUIPPED FOR READING SUCCESS- EXPLICIT INSTRUCTION & --INTERVENTION

--LIPS CARDS

--LIPS VOWEL VALLEY CHART & CONSONANT CHART FOR ARTICULATORY FEATURES

--EXPLICIT INSTRUCTION IN EARLY, BASIC, AND ADVANCED PHONEMIC AWARENESS SKILLS

--REPEATED PRACTICE, IMMEDIATE CORRECTIVE FEEDBACK, GRADUAL RELEASE

~PHONICS (DECODING & ENCODING)

--SOUND WALL

--PHONEME/ GRAPHEME SOUND WALL CHART TO SEND HOME WITH PARENTS

--LIPS CARDS/ INSTRUCTIONAL MATERIALS

--TEACHERS WILL HAVE INSTRUCTIONAL SOUND WALL CARDS

--BLENDING BOARDS & CARD SETS

--FOUNDATIONS EDGENUITY (SUPPORTS DECODING & SPELLING)



FOUNDATIONS, EFFICIENT (SOFT) ORTHOGRAPHIC MAPPING,
--EXPLICIT INSTRUCTION IN ALL 6 SYLLABLE TYPES, SYLLABICATION, AND
WORD STUDY
--PHONEME/ GRAPHEME MAPPING TO PROMOTE ORTHOGRAPHIC MAPPING
OF WORDS

~ELKONIN BOXES
--APPLICATION AND PRACTICE OF DECODING SKILLS WITH CONNECTED
TEXT
--PROGRAM SPECIFIC ASSESSMENTS
--DIAGNOSTIC ASSESSMENTS TO ASSESS AND RETEACH MISSING SKILLS
--REPEATED PRACTICE, IMMEDIATE CORRECTIVE FEEDBACK, GRADUAL
RELEASE

(ALL NECESSARY MATERIALS NEEDED FOR READING INSTRUCTION AND
OTHER CONTENT AREAS WILL BE PROVIDED BY DAWSON ESC.)

INSTRUCTION PROVIDED BY K-2 & 3-6 RISE TRAINED TEACHERS
STUDENTS IN GRADES 3-6 WILL BE PROVIDED SCIENCE OF READING
INSTRUCTION BY TRAINED RISE TEACHERS 3 DAYS PER WEEK
(SYNCHRONOUS ZOOM INSTRUCTION)

K-2 LITERACY SPECIALISTS AND 3-6 LITERACY SPECIALISTS ON-SITE FOR
SUPPORT

INTERVENTIONS FOR K-6:
BASED ON ACADEMIC PROGRESS MONITORING, STUDENTS WILL BE
GROUPED AND PROVIDED INTERVENTION IN SMALL GROUP SYNCHRONOUS
ZOOMS OR ONE ON ONE SYNCHRONOUS ZOOMS WITH THE TEACHER FOR A
MINIMUM OF 3 DAYS PER WEEK.

NUMBER OF STUDENTS PER TEACHER PER COURSE AND GRADE LEVEL OF
THE STUDENTS:
THE NUMBERS LISTED BELOW ARE A MAXIMUM LIMIT FOR CLASS SIZE. AT
THIS TIME, CURRENT ENROLLMENT IS APPROXIMATELY 60% OF MAXIMUM
ENROLLMENT. 13 KINDERGARTEN, 15 FIRST GRADE, 16 SECOND GRADE, 15
THIRD GRADE, 12 FOURTH GRADE, 16 FIFTH GRADE, AND 17 SIXTH GRADE.

ONE TEACHER WILL BE RESPONSIBLE FOR UP TO 47 STUDENTS FOR SELF-
CONTAINED KINDERGARTEN AND 1ST GRADE INSTRUCTION (UP TO 22
KINDERGARTEN STUDENTS AND UP TO 25 FIRST GRADE STUDENTS FOR A
TOTAL LOAD OF UP TO 47 STUDENTS).

ONE TEACHER WILL BE RESPONSIBLE FOR UP TO 66 STUDENTS FOR SELF-
CONTAINED SECOND, THIRD, AND FOURTH GRADE INSTRUCTION (27
SECOND, 27 THIRD, AND 12 FOURTH GRADE STUDENTS FOR A TOTAL LOAD
OF UP TO 66 STUDENTS).

ONE TEACHER WILL BE RESPONSIBLE FOR UP TO 66 STUDENTS FOR SELF-



LEA INSIGHTS

ONE TEACHER WILL BE RESPONSIBLE FOR UP TO 66 STUDENTS FOR SELF-CONTAINED FOURTH, FIFTH, AND SIXTH GRADE INSTRUCTION (12 FOURTH, 27 FIFTH, AND 27 SIXTH GRADE STUDENTS FOR A TOTAL LOAD OF UP TO 66 STUDENTS).

REVISED PROVIDER/DISTRICT CONNECTION FOR STUDENT SUCCESS:
DISTRICT PERSONNEL WILL ENSURE CONNECTIONS BETWEEN THE PROVIDER, DISTRICT, STUDENT AND FAMILY TO ENSURE STUDENT SUCCESS A MINIMUM OF ONCE PER WEEK. THE DISTRICT WILL HAVE A DISTRICT DESIGNEE (POINT OF CONTACT) THAT WILL WORK IN CONNECTION WITH THE DAWSON VIRTUAL TEACHER AND COORDINATOR TO ENSURE THE SUCCESS OF THE STUDENT.

Grades 7-12

In grades 7-12, students will complete assignments and assessments asynchronously as required by VIRTUAL ARKANSAS SCHOOL instructors. Synchronous interaction will be provided by Virtual Arkansas instructors and will take place at least weekly with options for live instruction, intervention, and one-on-one support as needed. The schools' RTI process will be used to identify students requiring additional synchronous interaction.

Parent comment survey results can be found here:

<https://forms.gle/vYsisqkck5QEht778>



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.

THE DELIVERY MODEL IN OUR VIRTUAL SCHOOLS WILL BE VIRTUAL (ONLINE), REMOTE (DISTANCE).

Students will come to campus for state testing, health screening, some types of instructional support and intervention, etc.

Grades 7-12

Students will begin VIRTUAL ARKANSAS courses in the first week of school.

CANVAS IS THE PRIMARY LMS SYSTEM EMPLOYED BY VIRTUAL ARKANSAS SCHOOLS for frequent communication and delivery of lessons.

Students will come to campus for state testing, health screening, some types of instructional support and intervention, etc.

These courses will be offered in a virtual environment.

Lakeside Junior High Course Catalog

Course Catalog 2022-2023:

<https://drive.google.com/file/d/1LTplafNdzkAoq7-KXIazVSAOJtxC3t8/view?usp=gmail>

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.

TEACHERS WILL BE ASSIGNED EXCLUSIVELY TO VIRTUAL SCHOOL IN GRADES K-12.



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

Virtual School teachers are expected to see their students live in person for instruction at the frequency prescribed on their grade-band schedule described above and stated through the LMS.

Teachers will engage with students on asynchronous days by providing recorded lessons, projects, graded feedback, supervised testing sessions, small group instruction, comments, intervention sessions, etc.

Teachers should provide frequent achievement feedback to parents and students. This is prescribed differently at different grade levels.

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?

Request Waiver-

Teachers who have period(s) dedicated to fully digital learning can have more than the DESE rules governing approved class size.

No classes where students meet onsite will surpass the class size determined by DESE.

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?

Request Waiver-

Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE's rules regarding large group instruction and teaching load would not apply as per DESE rules.

Technology / Platforms



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

Grades K-6

BUZZ IS THE PRIMARY LEARNING MANAGEMENT SYSTEM (LMS). ALL CURRICULAR CONTENT IS DEVELOPED BY FLEX POINT (FORMALLY FLORIDA VIRTUAL).

Lakeside Primary (2606039)

Lakeside Intermediate (2606040)

Lakeside Middle (2606043)

Grades 7-12

Lakeside Jr. High (2606045)

Lakeside Sr. High (2606044)

CANVAS the primary content management system (CMS). All curricular content is developed by VIRTUAL ARKANSAS SCHOOL.

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.

Grades K-6

ALL CURRICULAR CONTENT IS DEVELOPED BY FLEX POINT (FORMALLY FLORIDA VIRTUAL).

Grades 7-12

Digital curricular content is developed by VIRTUAL ARKANSAS. Subjects are those listed in the school course catalog:

<https://drive.google.com/file/d/10MGntw0C2fVYTRJr5udzRMbPay8BwXtD/view>

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.

Grades K-6

Zoom, a cloud-based platform for video and audio conferencing, chat, and live interaction.

Grades 7-12

ARKANSAS VIRTUAL School uses Zoom, a cloud-based platform for video and audio conferencing, chat, and live interaction.

If the student does not have internet at home, the parent can contact the library at their child's building on campus to receive a mobile hotspot or other options.



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.

All VIRTUAL students in the district are issued a Chromebook upon enrollment for their use while enrolled. Our students in our Virtual program will be issued a Chromebook to accommodate the demand of digital learning standards. In addition, our kindergarten and 1st grade students' Chromebook includes a "touch screen" display to make interactions easier and more effective for those young students.

If the student does not have internet at home, the parent can contact the library at their child's building on campus to receive a mobile hotspot or other options.

Building staff will be identified for troubleshooting and will be available to address student device/connectivity issues that come up at home.

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.



K-12 students who participate in virtual school will continue to receive instruction on the Guide for Life Standards. <https://tinyurl.com/u2hap57u>

K-6 STUDENTS WHO CHOOSE VIRTUAL LEARNING WILL UTILIZE SCHOOL COUNSELORS FROM THEIR PARTICIPATING DISTRICT. ONCE THE STUDENT ENROLLS IN THE K-6 VIRTUAL LEARNING, THE MEMBER DISTRICT WILL ASSIGN A COUNSELOR TO THE STUDENT. SINCE THE STUDENTS ARE STILL ENROLLED AT THE LOCAL SCHOOL, PARENTS AND STUDENTS CAN ALWAYS CONTACT THE SCHOOL COUNSELING OFFICE. DAWSON'S DIGITAL LEARNING COORDINATOR WILL BE AVAILABLE TO COORDINATE ANY MEETINGS OR ASSISTANCE NEEDED.

Additionally, counseling services that are currently available to students who participate in in-person learning will also be available to virtual students. (example; small group and individual student counseling services; Student Success Plan support, grades 7-12 Course Selection, etc)

At various times of the year virtual students will be asked to report to a location within the district for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well.

Teachers, counselors, and administrators assigned to our K-12 Virtual school are trained to notice when something may be amiss with a students physical and/or mental well-being. Home visits are a tool we utilize frequently.

LAKESIDE SCHOOL DISTRICT WILL PROVIDE MEALS TO VIRTUAL STUDENTS. STUDENTS MAY EITHER PICK-UP MEALS FROM THE SCHOOL OR JOIN THEIR PEERS FOR LUNCH ON CAMPUS.



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.

The following guidelines are employed to monitor academic and student engagement and to support students who are struggling within the virtual setting:

Grades K-6:

https://docs.google.com/document/d/1b9OA11M49Uqh6vici8dXrlVhuHF1k_98Gyb-l1_wVD0/edit?usp=sharing

Weekly academic progress checks with administrator or designated staff

Grades 7-12:

<https://docs.google.com/document/d/1A2ImKxXOy4n914RspHY4cuL0QUzdT-0kVEBF-VMlyhK0/edit?usp=sharing>

Weekly grade checks

Monthly check-ins with administrator or designated staff

K-6 Virtual School Parent/Student Contract

https://docs.google.com/document/d/1w_tzf5e8MOOmws-AaDVI7M08RAmfPPp8myaNTJhRJ0s/edit?usp=sharing

7-12 Virtual School Student/Parent Contract

Application | Essay | Interview

https://docs.google.com/document/d/1H3xKbQvrWhYJ_QSTInem9iR0zISV64vfkYRnCP_Ho48/edit?usp=sharing

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

All students are given universal screeners and monitored based on performance to determine if adequate progress is being met toward grade-level standards. Students are provided supplemental instruction if they perform below grade level through a tiered structure of support. A blend of synchronous and asynchronous learning opportunities are offered.

Accommodations and modifications are maintained in our classrooms no matter the model. Teachers maintain collaborative work as co-teachers where applicable. Case managers maintain their collaborative work as monitors for this program delivery.



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

Grades K-6
THE VIRTUAL TEACHER WILL PROVIDE INTERVENTIONS AND REMEDIATIONS TO STUDENTS. THIS MAY BE A ONE-TO-ONE MEETING, ADDITIONAL RESOURCES TO GUIDE LEARNING, OR SMALL GROUP MEETINGS ON SPECIFIC TOPICS. THE VIRTUAL TEACHER WILL PROVIDE ENRICHMENT OPPORTUNITIES TO CHALLENGE THEM WITH NEW AREAS OF LEARNING AND ARE MOTIVATED TO CREATE PROJECT BASED LEARNING AND TECHNOLOGY-ENHANCED PROJECTS.

Grades 7-12
All course curriculum and assessments come from VIRTUAL ARKANSAS School and aligns with Arkansas state standards. Our administrators oversee the virtual students.

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

Screening Process: Universal and Level 1 screenings are done virtually based on the procedure of the assessment. Level II screeners are completed in person as scheduled by appointment.

Services are provided based on the student's grade level

Students will participate in dyslexia intervention in person at their campus or virtually, joining live via Zoom. Contracts for virtual students ensure this.

Lakeside will ensure all requirements of the dyslexia law are met for on-site and virtual/remote learners.

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



Grades K-6

Identified GT students in grades 3-5 receive 225 minutes of asynchronous and synchronous instruction via Google Classroom. All the assignments are equitable. Virtual students for grades K-2 are given lessons digitally which match the instruction given in person by the GT facilitator. The K-2 GT facilitator provides at least one lesson each month by uploading them to Google Classroom. The classroom teachers provide the other GT lessons each month so students receive one 30-minute enrichment lesson per week. Grade 6 receives GT services in honors/accelerated classes.

The GT facilitators interact face-to-face with students directly through Zoom. Instruction is given by written and video lessons. Students can communicate directly about the lessons using the comment feature on the Google Classroom or the private comment feature for each assignment. Their schedules have regular Zoom times followed by brief periods of time to work either independently or with teammates. Other interactions between students and teachers occur using online video software (such as Flipgrid) allowing for students to both see each other and comment to each other asynchronously.

GT teachers provide optional enrichment activities and extension activities for students that may complete their work ahead of time and need something additional.

Virtual students that are referred for testing, must come onsite to be tested.

Grades 7-12

Virtual students that are referred for testing must come onsite to be tested.

Florida Virtual School offers honors and AP courses.

Students taking AP exams must come onsite for testing.



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

Our ESOL students participate in direct English Language Development instruction through Google Meets/zoom in small groups or individually if needed. THE TIME FRAMES OF THESE GROUPS' MEETINGS WILL BE DEPENDENT ON THE STUDENTS' NEEDS FOR SUPPORT To become fully proficient in English. Virtual ESOL students who do not need direct instruction will have a check in with an ESOL teacher weekly.

Our ESOL students also need support with their classroom content to meet grade-level standards. To accomplish this, ESOL teachers may collaborate with classroom teachers to properly scaffold instruction, provide support through daily accommodations/modifications, and to accommodate assessments. ESOL teachers attend regular classroom meetings with students as needed, in order to support the student and the teacher.

ESOL Teachers also attend PLC meetings regularly to discuss the best ways to meet student and teacher needs.

Our ESOL teachers frequently communicate with families. Interpreters are provided for administrators, counselors and teachers to communicate with families and students. When needed, ESOL staff make home visits to deliver instructional materials, help with technology issues, and/or to provide support and encouragement to the student and family. ESOL staff are also conscious about watching for other needs families may have and connecting families to other services as needed (mental health, ACE, medical, etc).

Our district is committed to our ESOL students and their families. In addition to the methods of service and support provided above, our staff will continue to meet new needs as they arise with students, teachers and families.

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



Assessments

- On-site assessments for MAP assessments, ACT Aspire, ACT
- On-site evaluations for Special Education (home campus)

Training

- Training support for parents, students, teachers related to formats being used.
- Training support for teachers on how to implement IEP accommodations,etc.

Conferences

- Conferences held virtually and/or on-site
- An IEP team may determine the appropriateness of virtual learning for a student and what accommodations would be needed in that environment. If a student is not engaged in virtual the IEP team can meet and decide if they should return to onsite

Instruction

- Asynchronous and synchronous instruction (based on student need/response).

Related Service Providers

- Virtual delivery or onsite delivery
- Determine need for equipment and if it will be school or parent provided

Other factors considered

- Determine need for 1:1 (if 1:1 para was provided for transitions, safety, etc, then the need may not be warranted for a virtual environment)

504 services and supports will be provided by the virtual or onsite classroom teacher. 504 Evaluation and Review Conferences will be conducted virtually or onsite.



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.

All students are provided with a chromebook with access to a content management system based on the grade level and student proficiency with technology.

Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies.

Teacher Supports

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

Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies.

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?

The district provides a minimum of 200 minutes of scheduled planning time each week and every Professional Learning Community (PLC) of teachers enjoys the collaborative support of their PLC meeting once or twice in every two-week period.

TEACHERS AND STAFF WHO MAY INTERACT WITH VIRTUAL STUDENTS BASED ON SPECIFIC NEEDS, ARE INVOLVED IN THIS PLC TIME AS WELL AS THE 200 MINUTES OF PLANNING TIME THEY ARE PROVIDED.

Our Instructional Technology team maintains a website on our Staff tab that allows teachers to participate in on-demand online technology training that ranges from creating a common language in our district to highlighting our favorite resources and strategies.

District Supports



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

All Lakeside students have a district-issued Chromebook to complete work in any of our learning models including Virtual School. Students have devices that are appropriate for their given grade level ranging from a touch-screen device for Kindergarten to a standard Chromebook.

Families who need internet access at home will contact their student's building library media specialist to receive a mobile hotspot.

Parents and families without internet access have also been given new, upgraded, public access in 2020 to outdoor wifi in parking lots. The Outdoor Wi-Fi Locations can be found here: <https://fb.watch/4ImFESJTCj/>

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

The district will conduct statewide assessments onsite.

This is communicated in:

-the parent letter about the program or Program Requirements

-the K-6 Rubric for Choosing Virtual School and Parent Contract

https://docs.google.com/document/d/13ooVcOIYte_ySO7j9xptb92lns0FbVX6fcdNHYUWVTc/edit?usp=sharing

-the 7-12 Rubric for Choosing Virtual School and Parent Contract

<https://docs.google.com/document/d/1T0JrGFDEXXOBEbwkEZSa3elEEY7J1SUBxzpSCxsJBsU/edit?usp=sharing>



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.

Grades K-6

The district will monitor the effectiveness of digital options by monitoring attendance and grades as well as MAP testing of reading and math skills. MAP WILL BE GIVEN TO VIRTUAL STUDENTS ON THE SAME ROTATION AS IS given to our on-site. Research questions used by the district include but are not limited to those listed below.

What is the comparison of virtual and on-site achievement on MAP? How does virtual student performance differ at various grade levels? Did students in poverty progress differently than others in Virtual school? How many students do we have who disengaged in each learning model? What are we doing for those who disengaged in Virtual School? How many students are in identified intervention programs in Virtual School compared to other models or past years?

Campus and district administrators actively monitor online instruction, grading, and feedback in our virtual model.

We will also collaborate with our Dawson CoOp, AACIA group, AASCD, regional colleagues, and others to support our teachers, monitor and adjust our programs, and provide the help from various specialists.

GRADES K-12

Campus and district administrators actively monitor online instruction. Student data from assessments, AP, ACT Aspire, and ACT exams will be monitored.

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)



K-6

THE ROLE OF THE PARENT IS CRUCIAL IN EVERY TYPE OF SCHOOLING. PARENT INVOLVEMENT EFFORTS OF EVERY DISTRICT IN ARKANSAS FOCUS ON CREATING AND SUPPORTING A STRONG RELATIONSHIP BETWEEN PARENTS AND STAFF. PARTICIPATING SCHOOLS WILL WORK WITH DAWSON ESC TO CHOOSE HOW TO REFER TO THE ROLE OF PARENTS DURING VIRTUAL LEARNING. THE TWO MOST COMMONLY USED ARE LEARNING FACILITATOR AND LEARNING COACH. THE TITLE OF THE LEARNING COACH IS USED IN TRADITIONAL AND VIRTUAL K-12 SETTINGS, UNIVERSITY SETTINGS, AND BUSINESS SETTINGS. IT IS NOT NEW TO THE WORLD OF EDUCATION, BUT IT IS A NEW CONCEPT FOR ARKANSAS SCHOOLS AS WE BEGIN TO ASSIST PARENTS WITH FACILITATING SUCCESSFUL LEARNING FROM THEIR HOMES. WHAT IS A LEARNING COACH? A LEARNING COACH IS A SET OF WORDS USED TO DESCRIBE A PARENT OR GUARDIAN THAT IS SCHOOLING A STUDENT FROM HOME WITH THE ROLE OF KEEPING THEM ON TASK, SUPPORTING THEM, MONITORING THEIR PROGRESS, AND CONNECTING TO TEACHERS.

THE REALITY IS THAT PARENTS ARE THEIR CHILD'S FIRST TEACHER AND HAVE BEEN COACHING THEM SINCE THE FIRST MOMENT OF LIFE...AND WILL CONTINUE TO DO SO FOR YEARS TO COME. CHOOSING A VIRTUAL CAMPUS OPTION MEANS THE LEARNING COACH WILL FOCUS ON SCHOOLWORK IN A NEW WAY. HERE IS A LIST OF WAYS WE WILL HELP PARENTS PREPARE TO BE THE LEARNING COACH FOR THEIR CHILDREN. THE PARENT ORIENTATION WILL PROVIDE INITIAL SUPPORT WITH ONGOING SUPPORT PLANNED THROUGHOUT THE YEAR. THE ROLE OF THE PARENT IN VIRTUAL LEARNING INCLUDES:

- PREPARE A LEARNING SPACE IN THE HOME FOR STUDENTS.

- CREATE A SCHEDULE AND SET BOUNDARIES

- PROMOTE THE HEALTH AND WELLNESS OF STUDENTS WHILE WORKING FROM HOME

- KEEP CHILDREN SAFE WHILE ONLINE.

- HELP STUDENTS ACCESS THE COURSEWORK AND CHECK IN ON THEIR PROGRESS EACH DAY.

- REACH OUT TO TEACHERS AND SCHOOL FOR ASSISTANCE

- HELP STUDENTS BECOME SELF-MOTIVATED AND SELF-DIRECTED

- LEAD INDEPENDENT HANDS-ON ACTIVITIES

IN ORDER FOR A STUDENT TO BE A SUCCESSFUL VIRTUAL LEARNER, A PARTNERSHIP MUST BE ESTABLISHED BETWEEN THE PARENT, STUDENT, THE VIRTUAL TEACHER, DAWSON'S DIGITAL LEARNING COORDINATOR, AND THE MEMBER DISTRICT'S DESIGNEE. VIRTUAL TEACHERS WILL BE COMMUNICATING REGULARLY WITH PARENTS. DAWSON'S DIGITAL LEARNING COORDINATOR WILL BE AVAILABLE AND WILL FOCUS ON BUILDING RELATIONSHIPS/RAPPORT WITH STUDENTS AND PARENTS.

A FEW STRATEGIES THE VIRTUAL CAMPUS WILL UTILIZE TO CREATE THIS STRONG PARTNERSHIP WITH PARENTS:

- KEEP THE LINES OF COMMUNICATION OPEN - SURVEY PARENTS AND GUARDIANS TO DETERMINE THEIR FAVORITE MODE OF COMMUNICATION AND USE A VARIETY OF TOOLS TO COMMUNICATE WITH FAMILIES



AND USE A VARIETY OF TOOLS TO COMMUNICATE WITH FAMILIES.

CREATE SCHEDULES AND CALENDARS TO SHARE WITH STUDENTS AND PARENTS - FOR A SENSE OF ORDER AND NORMALCY, PROVIDE A SCHEDULE FOR ASSIGNMENTS AND CLASS MEETINGS.

MAKE CURRICULUM AND ANNOUNCEMENTS READILY AVAILABLE - ENSURE THAT PARENTS ARE AWARE OF WHERE TO FIND ASSIGNMENTS, CURRICULUM, ANNOUNCEMENTS, AND WEEKLY SCHEDULES.

BE FLEXIBLE AND UNDERSTANDING - PARENTS OR GUARDIANS MAY BE OBLIGATED TO WORK, SERVE AS A CAREGIVER, OR OTHER DUTIES THAT MAY PREVENT THEM FROM BEING ABLE TO HELP WITH COURSEWORK ON SOME DAYS.

DESIGN LEARNING ACTIVITIES THAT WILL REQUIRE LITTLE TO NO SUPPORT FROM PARENTS/GUARDIANS AS WELL AS ACTIVITIES THAT INVOLVE THE PARENT/GUARDIAN.

CREATE A PARENT ORIENTATION TO MAKE SURE PARENTS ARE READY FOR THEIR ROLE AS LEARNING

PARENT/TEACHER CONFERENCES FOR VIRTUAL STUDENTS WILL BE HELD ON THE SAME SCHEDULE AS OF THAT FOR THE ON-SITE STUDENTS.

VIRTUAL STAFF WILL PARTNER WITH THE OUR ADMINISTRATION TO HOLD CONFERENCES VIA ZOOM OR IN PERSON. VIRTUAL CAMPUS STAFF WILL PARTNER WITH THE SCHOOL TO ACCOMMODATE THE PARENTS AND MEET SCHOOL EXPECTATIONS.

COMMUNICATION OF VIRTUAL SCHOOL ACTIVITIES, STUDENT SUPPORT OPTIONS, AND DAILY EVENTS ARE SHARED BY THE ADMINISTRATORS VIA EMAIL, ROBOCALLS, SOCIAL MEDIA, AND VIDEOS LINKED IN MANY OF THESE FORMATS. VIDEOS TO TEACH PARENTS NUANCES ABOUT ACCESS, LESSONS, AND STUDENT MONITORING ARE USED PROFUSELY TO EQUIP PARENTS AS PARTNERS IN THE EDUCATION OF THEIR CHILDREN.

In a post-Covid world, our Virtual School students will have opportunities to collaborate for labs, on-site tutoring circles, field study excursions, college visits, family events, and more.

Parents and families without internet access have been given new, upgraded, public access in 2020 to outdoor wifi. The Outdoor Wi-Fi Locations can be found here: <https://fb.watch/4lmFESJTCj/>

Families may qualify for a mobile hotspot, and they can apply at any library on campus with the building's library media specialist.



Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://drive.google.com/file/d/19FqJxVa4Nd8ovvB4VgVNTuMyEbnbyenk/view
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Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	K-6 Virtual Application: https://docs.google.com/forms/d/1CSMLukwsk9quwv
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Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuulI9ISnZ6fLjHIES
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Please provide a link (URL) to the discipline policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuulI9ISnZ6fLjHIES
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Please provide a link (URL) to the grading policy for digital learning students.	https://drive.google.com/drive/folders/1yTkjLfGyKWFxwsEuulI9ISnZ6fLjHIES
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