



Act 1240 Digital Learning Waiver Request


Status: **Reviewed**

 Cedarville School District (1702000)

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 #: 1702000
Superintendent: Kerry Schneider
Email: kschneider@cedarvilleschools.org
Phone: (479) 474-7220
Duration Requested (not to exceed three years): 2 Years 
(School year 2022-2023 to 2023-2024)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1702010 - Cedarville Middle School	5-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
1702009 - Cedarville High School	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
1702008 - Cedarville Elementary School	K-4	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS



Waivers

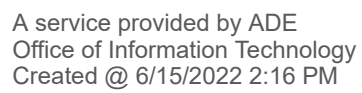
Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Attendance			6-18-213(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The nature of digital learning gives students and their families some degree of control over time, pace, path, and place for learning.</p> <p>Student attendance in the Cedarville School District K-6 virtual option, through Guy Fenter ESC, is based on daily login to a district-issued device and attendance to a minimum of one zoom meeting in each subject a week. Special attendance consideration is given to students working at an accelerated pace. Teachers will continue to record attendance in eSchool.</p> <p>Guy Fenter ESC K-6 Virtual option teachers will also monitor student time and pace with the Red Comet-Buzz Learning Management System (LMS). District policies and practices regarding student absences apply to virtual students.</p> <p>Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.</p> <p>Cedarville School District (7-12) will utilize the Apex platform for our online virtual (remote) learning option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. All students will participate in weekly live Google Meet sessions for interventions and extensions with the Cedarville Schools Digital Learning Facilitator. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in CMS/CHS Virtual will be measured through engagement. Students who are consistently disengaged may be removed from the virtual option and returned to onsite instruction.</p> <p>CMS/CHS Virtual students will be required to</p> <ul style="list-style-type: none">-Participate in one Google Meet session every week with a digital learning facilitator,-Log onto the Apex platform for at least thirty

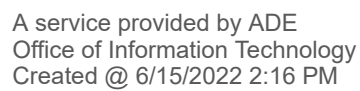


Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized
				<p>minutes a day in every assigned course.</p> <p>-Participate in statewide summative and district required testing (NWEA MAP, Istation, etc..) at the building/district site.</p> <p>These tests will be conducted and monitored by the school/district personnel.</p> <p>-Abide by the Cedarville Middle School & High School attendance policy and attendance protocol--after three and five cumulative "absences" in any course, the virtual learning student will receive warnings in writing from the school along with phone calls from school staff. At seven cumulative absences in any course, the virtual learning student will be required to attend an onsite attendance intervention meeting. At ten cumulative absences in any course, the virtual learning student will be required to return to onsite learning, the Crawford County juvenile truancy officer may be notified and a FINS may be filed, and an allegation of educational neglect may be filed with DHS. After ten cumulative absences, the school will hold an attendance hearing for the student and the student could lose credit for the course(s) in which the chronic absenteeism has occurred.</p>



LEA# 1702000

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.



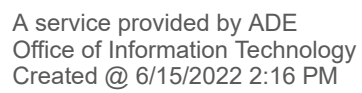
Class Size	1-A.5	DESE	6-17-
Number of students:		Rules	812(a)(2)
		Governing	
		Class Size	
		and	
		Teaching	
		Load	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The DESE Rules Governing Distance and Digital Learning, Sec. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instructional delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction. Current class size restrictions are in place for many reasons including classroom management, physical space limitations, and the ability to give students individualized attention. The nature of digital learning and virtual instruction remove some of those issues. Because virtual learning is primarily asynchronous, teachers can instruct more than the usual class size load of students. There isn’t a limit to how many students can access the curriculum at one time; however, we believe that virtual teachers should have no more than double the class size mandated by law.</p> <p>Cedarville School District K-6 virtual option will follow the class size set forth by the Guy Fenter ESC Digital Learning Plan. As part of the Guy Fenter ESC plan, each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students.</p> <p>The GFESC K-6 Virtual option is not requesting a Class Size waiver for any grades K-6. The</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>class sizes will not exceed the allowable number of students in any of the grade levels K-6 of the grade configuration per building. Several of the school districts participating in the GFESC K-6 Virtual option have grades 5-6 in the Elementary building, thus the GFESC K-6 Virtual option will follow the same guidelines for class size as they would for grades K-4. 100% virtual or remote 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> <p>Virtual students at CMS/CHS Virtual will complete work asynchronously through the Apex platform, but will be tied to onsite Classroom teacher rosters. Class sizes could potentially be larger than the number of students allowed per classroom per DESE Rules Governing Class Size and Teaching Load. The onsite classroom teachers will intervene if and when the RTI team deems a student is in need of extra tier 1 and tier 2 support.</p>



LEA# 1702000

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Teaching Load	1-A.5	DESE	6-17-812	
Number of students:		Rules		
0		Governing		
		Class Size		
		and		
Teacher of Record provides		Teaching		
virtual instruction to only		Load		
students who are remote.				
Please note that 100% virtual				



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.
(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>The Cedarville School District K-6 virtual option, through Guy Fenter ESC, will use the Red Comet-Buzz Learning Management System (LMS) with digital content. This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.</p> <p>School districts using the Guy Fenter ESC K-6 Virtual option as a digital learning solution for students who are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students.</p> <p>Virtual students at CMS/CHS will complete work asynchronously through the Apex platform, but will be tied to onsite Classroom teacher rosters. We are not requesting a waiver for teaching load.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



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>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 engage in six hours of instruction daily. Some may work ahead, take longer, etc. on some days and work less on other days.</p> <p>Students will have some control over time, place, and pace in the CMS/CHS Virtual 7-12 Apex option. The district will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content. We are requesting a waiver for the Six-Hour Instructional Day.</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			



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>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 the same number of hours as onsite instruction. 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.</p> <p>Students will have some control over time, place, and pace in the CMS/CHS Virtual 7-12 Apex option.. The district will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content. We are requesting the waiver for Clock Hours.</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>Guy Fenter ESC K-6 virtual teachers will encourage students to engage in supervised, unstructured social time, free play and vigorous activity scheduled as part of the day; however, given the nature of virtual school, it is not possible for teachers to ensure that this takes place.</p> <p>Physical activity and nutrition standards will be embedded in the curriculum of classes as is appropriate. Required health screenings will be scheduled and conducted at the school. We are requesting the waiver for Recess.</p>



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

Interaction / Delivery

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



The Guy Fenter ESC K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Our local Cedarville School District general classroom teachers will focus their instructional responsibilities on onsite students. Building administrators, the district point of connection, counselors, special education teachers, interventionists, dyslexia specialists, ESOL teachers, etc. will continue to work with all students whether onsite or 100% virtual to ensure that all student needs are met. The GFESC K-6 Virtual option teachers and paraprofessionals will be responsible for all instruction for 100% virtual students. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All Guy Fenter ESC K-6 virtual students will be required to attend a minimum of one Zoom session per week per content area. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Foundations; they have online components to use through the FunHub. Foundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The Guy Fenter ESC K-6 Virtual teachers will be trained in Foundations and Heggerty and will have support from the GFESC Literacy Specialists. The Guy Fenter ESC Literacy Specialists will also work with the virtual teachers to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Assessments will be used to progress monitor and make certain that students are learning. Foundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The Guy Fenter ESC Literacy Specialists will meet with school to teach/coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies. Additional Zoom sessions may be required to ensure that the Science of Reading requirements are met.

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen



synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Foundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Foundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Foundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as a synchronous whole group with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule: K-2

8:15-8:30

Phonemic Awareness (Whole group and/or small group) 10-15min

- Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).
- Teacher uses engaging activities and materials to support instruction and represent sounds.
- Modeling followed by guided practice, including immediate, corrective feedback
- Teacher clearly and accurately pronounces individual sounds of words
- Students are actively engaged in multisensory instruction
- Instruction promotes automaticity
- Lesson includes an emphasis on phonological continuum in the absence of print

8:30-9:00



Phonics (Whole group) 30-40min Foundations

- Lesson includes a short review of previous learning.
- Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program
- Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).
- Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)
- Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text.
- Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)
- Teacher introduces an explicit encoding strategy to segment and map sounds to print.
- Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).
- Instruction promotes automaticity (Foundations Fluency piece).

9:00-9:30

Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min

Vocabulary:

- Bring in academic vocabulary from science and social studies topics
- Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.
- Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.

Comprehension:

- Make predictions; Ask questions about science, social studies or morning message content; sequence events.
- Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.
- Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.

9:30-9:45 Small Group Instruction 15-20min per group

- Lesson is based on student data.
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
- Explicit instruction promotes accuracy and automaticity with letters and



- Explicit instruction promotes accuracy and automaticity with letters and sounds.
- Oral language/vocabulary activities are used to build language comprehension.
- Instruction promotes early concepts of print.
- Students are actively engaged in multisensory instruction.
- Instruction progresses from teacher modeling, to guided practice, to independent practice.
- Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books).
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
- Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills.
- Book Selection matches the decoding ability of the students based on student data.

CMS/CHS Virtual will utilize online virtual remote learning for grades 7-12 through the Apex platform. Apex utilizes an asynchronous approach to online learning. Students will have opportunities to engage in synchronous extensions, interventions, and social-emotional learning through live scheduled Google Meet meetings with the virtual learning facilitators and the school guidance counselor. All learning will take place online.

CMS/CHS Virtual will use Apex for its delivery of instruction for our 100% virtual students in grades 7-12. Cedarville School District (7-12) will provide a tiered team approach to the virtual learning program. At tier one, the virtual student will have the most contact with the LMS--Apex--for instruction, the virtual learning facilitator for regular daily help, the school guidance counselor for weekly social and emotional skills development. At tier two, when intensive interventions or extensions are needed, the virtual student will receive support from a fully-certified classroom teacher of record. At tier three, students will receive interventions from a team of educators, and the team along with the parent and student will determine the best next steps to ensure the student's success.



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.

Cedarville School District K-6 will utilize online virtual (remote) learning through the Guy Fenter ESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet-Buzz Learning Management System (LMS).

All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

CMS/CHS Virtual will utilize online virtual remote learning for grades 7-12 through the Apex platform. Apex utilizes an asynchronous approach to online learning. Students will have opportunities to engage in synchronous extensions, interventions, and social-emotional learning through live scheduled Google Meet meetings with the virtual learning facilitators and the school guidance counselor. All learning will take place online.

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.



Cedarville School District will use the (Guy Fenter ESC) K-6 Virtual option for delivery of instruction for students who are 100% virtual. Cedarville School District will provide an Arkansas certified teacher of record and a District Point of Connection. Mrs. Treva Rice, Cedarville School District Virtual Learning Coordinator, will be the teacher of record and the District Point of Connection.

The Guy Fenter ESC K-6 Virtual option will provide training and support for the District Point of Connection. The Guy Fenter ESC K-6 Virtual option will have Arkansas certified teachers as the instructors for all course content from the Red Comet-Buzz Learning Management System (LMS).

The Guy Fenter ESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment.

All Guy Fenter ESC K-6 Virtual teachers and paraprofessionals will be required to participate in professional development and digital training with support from the Guy Fenter ESC K-6 Virtual Coordinator.

CMS/CHS Virtual will use Apex for its delivery of instruction for our 100% virtual students in grades 7-12. Cedarville School District (7-12) will provide a tiered team approach to the virtual learning program. At tier one, the virtual student will have the most contact with the LMS--Apex--for instruction, the virtual learning facilitator for regular daily help, the school guidance counselor for weekly social and emotional skills development. At tier two, when intensive interventions or extensions are needed, the virtual student will receive support from a fully-certified classroom teacher of record. At tier three, students will receive interventions from a team of educators, and the team along with the parent and student will determine the best next steps to ensure the student's success.

Cedarville School District (7-12) will provide paraprofessionals as facilitators for its students who are utilizing Apex. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.



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



Guy Fenter ESC K-6 Virtual option students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions.

Teachers and students will be able to communicate twenty-four hours a day using the Red Comet-Buzz Learning Management System (LMS) or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday.

Guy Fenter ESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. Guy Fenter ESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

The District Point of Connection will also stay in contact with the Guy Fenter ESC K-6 Virtual teacher and parents of virtual students quarterly. Parents may reach out to Cedarville School District K-6 and/or the District Point of Connection as needed.

For students in grades 9-12 utilizing Apex courses, facilitators and the school guidance counselor actively monitor their courses, provide synchronous Google Meet sessions and maintain regular communication via the SIS messaging systems. Each week teacher teams meet to review progress of all students, including virtual students. The facilitator and counselor will maintain regular contact with students demonstrating difficulties with course content, and the teacher teams will determine appropriate instructional interventions and extensions. Students are required to attend all Google Meet sessions with the facilitator and counselor, and if interventions are needed--with the certified teacher of record. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction, assessment, interventions, and extensions.

Cedarville School District (7-12) will provide a tiered team approach to the virtual learning program. At tier one, the virtual student will have the most contact with the LMS--Apex--for instruction, the virtual learning facilitator for regular daily help, the school guidance counselor for weekly social and emotional skills development. At tier two, when intensive interventions or extensions are needed, the virtual student will receive support from a fully-certified classroom teacher of record. At tier three, students will receive interventions from a team of educators, and the team along with the parent and student will determine the best next steps to ensure the student's success.



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 Guy Fenter ESC K-6 Virtual option will utilize district waivers for class size. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students.

All Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals will be trained on the Red Comet-Buzz Learning Management System (LMS) and provided support through professional development. The Guy Fenter ESC K-6 Virtual option Coordinator will also provide support for teachers and parents as needed.

Virtual students at CMS/CHS Virtual will complete work asynchronously through the Apex platform, but will be tied to onsite Classroom teacher rosters. Class sizes could potentially be larger than the number of students allowed per classroom per DESE Rules Governing Class Size and Teaching Load. The onsite classroom teachers will intervene if and when the RTI team deems a student is in need of extra tier 1 and tier 2 support, during structured intervention time called "Success Hour." During this time, teachers schedule both onsite students and CMS/CHS Virtual students for interventions as deemed necessary by the RTI teams. Classroom teachers receive weekly training on RTI implementation and will have the support of the principal, the counselor, and the CHS Virtual facilitator and virtual team.

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?



Cedarville School District K-6 is using the Guy Fenter ESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students.

Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. The teachers will utilize the paraprofessionals for communication with students and/or parent/guardians, instructional support, differentiation, etc.

The Guy Fenter ESC K-6 Virtual Coordinator will communicate regularly with the District Point of Connection, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with Cedarville School District and adjustments made as needed.

Virtual students at CMS/CHS Virtual will complete work asynchronously through the Apex platform, but will be tied to onsite Classroom teacher rosters. Teaching loads could potentially be larger than the number of students allowed per teacher per DESE Rules Governing Class Size and Teaching Load. The onsite classroom teachers will intervene if and when the RTI team deems a student is in need of extra tier 1 and tier 2 support, during structured intervention time called "Success Hour." During this time, teachers schedule both onsite students and CMS/CHS Virtual students for interventions as deemed necessary by the RTI teams. Classroom teachers receive weekly training on RTI implementation and will have the support of the principal, the counselor, and the CHS Virtual facilitator and virtual team.

Technology / Platforms



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

The Red Comet-Buzz Learning Management System (LMS) will be utilized for the Guy Fenter ESC K-6 Virtual option.

The Apex Learning Management System (LMS) will be utilized. Additionally, Cedarville High School uses Google as its primary platform for student/parent/school communication. Students and parents in the virtual program will use Google for virtual meetings and social-emotional lessons with the counselor.

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.



The Red Comet Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Buzz LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides.

The Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. Cedarville School District administrators, District Point of Connection, and the Guy Fenter ESC K-6 Virtual option Coordinator have full access to the Reporting feature of the LMS as well.

The Apex curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Apex LMS allows facilitators to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. Teachers of record, the principal, the counselor, and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators have full access to the Reporting feature of the LMS as well.



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.

The Guy Fenter ESC K-6 Virtual option teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student.

The Guy Fenter ESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

The CMS/CHS virtual facilitators, the counselor, certified teachers of record and students will be utilizing Google Meet video software for all synchronous learning opportunities. The Google Meet software/app is downloaded to the district provided device and checked out to each 100% virtual student. The CMS/CHS Virtual facilitators will provide synchronous support to students via Google Meet during scheduled times each week. The school guidance counselor will provide social-emotional lessons during that scheduled time, as well, to ensure the development of successful social and emotional skills. Teachers of record will provide extensions and intensive interventions through Google Meet. The Google Meet link and Google Meet schedule for virtual students will be posted in a common location for easy use by both students and parents/guardians.

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.

Each 100% virtual student will be assigned a Chromebook through Cedarville School District. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas.

Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas.

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.

Guy Fenter ESC Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Guy Fenter ESC Virtual teachers use 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, the Guy Fenter ESC Virtual teacher will contact the Cedarville School District Point of Connection as well as the Cedarville School District K-6 principal and counselor to step in to provide intervention.

Guy Fenter ESC K-6 Virtual teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, the Guy Fenter ESC K-6 Virtual program provides ongoing professional development to their teachers to support SEL strategies.

Cedarville School District K-6 will monitor student attendance and academic progress on a consistent basis. Virtual parents will also be asked to participate in surveys and conferences to help the school better assist them with their child's virtual learning experience.

If families experience changes so that they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning. If onsite learning is not an option, Staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support.

Cedarville Wellness Clinic, a school-based health clinic, is located next door to Cedarville School District K-6 and offers medical, dental, vision and mental health services to students, parents and community members.

CMS/CHS Virtual teachers and staff are trained to employ actions and behaviors to ensure the physical and mental health of students. The Cedarville School District (7-12) guidance counselor will meet weekly via Google Meets with each CMS/CHS Virtual student to develop the social and emotional skills required for success in high school and beyond. CMS/CHS Virtual leverages community partnerships to ensure students are cared for. Teacher teams meet weekly to review student needs in all areas of academics and wellness. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the CMS/CHS Virtual facilitator and/or the school guidance counselor will contact the proper authorities. Cedarville School District (7-12) teachers and staff are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, CMS/CHS Virtual provides ongoing professional development to their teachers to support SEL strategies and trauma-informed practices. CMS/CHS Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.



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.



Cedarville School District K-6 has access to the Red Comet-Buzz Learning Management System (LMS) to monitor students in real time. Virtual option teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual option teachers will involve the Cedarville School District Point of Connection, first. Guy Fenter ESC Virtual option coordinator will contact the Cedarville School District K-6 principal and counselor if the initial intervention is not successful.

If initial interventions are not successful, an academic meeting will be required with the student, parent, Cedarville District Point of Connection and CES Principal or Counselor. Students may be required to attend daily digital or onsite check-in meetings for more frequent individual or small group support. As a last resort, students may be asked to return to onsite learning.

Teacher teams meet weekly to review student needs in all areas of academics and wellness, including those of virtual students. Cedarville School District (7-12) has access to the Apex Learning Management System to monitor students in real time. Virtual facilitators and the school counselor will initiate intervention when it is determined a student isn't actively engaging in or successfully mastering the content. In cases where needed, virtual facilitators and/or the school guidance counselor will schedule interventions with the certified teacher of record. CMS/CHS has a daily intervention and extension period for this purpose.

Cedarville School District (7-12) will provide a tiered team approach to the virtual learning program. At tier one, the virtual student will have the most contact with the LMS--Apex--for instruction, the virtual learning facilitator for regular daily help, the school guidance counselor for weekly social and emotional skills development. At tier two, when intensive interventions or extensions are needed, the virtual student will receive support from a fully-certified classroom teacher of record. At tier three, students will receive interventions from a team of educators, and the team along with the parent and student will determine the best next steps to ensure the student's success.



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

Guy Fenter ESC Virtual option 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 Cedarville School District K-6 regarding additional Tier 2 or Tier 3 interventions. Guy Fenter ESC Virtual option 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.

Additionally, other interventions through CES may include weekly check-in meetings, parent and student meetings with administration, or a transition to onsite instruction.

Students may access school-based counseling services remotely or onsite. All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely through CES. Students may be required to meet onsite for specific services and assessments.

CMS/CHS Virtual facilitators have been trained to identify and intervene with immediacy when a student is determined to not be successful. The certified teachers of record are trained to deliver Tier 1 and 2 interventions.

Cedarville School District (7-12) Onsite and CMS/CHS Virtual have a PLC structure designed to address intervention with targeted intervention meetings that occur weekly.

Teacher teams meet weekly to review student needs in all areas of academics and wellness, including those of virtual students. Cedarville School District (7-12) has access to the Apex Learning Management System to monitor students in real time. CMS/CHS Virtual facilitators and the school counselor will initiate intervention when it is determined a student isn't actively engaging in or successfully mastering the content. In cases where needed, CMS/CHS Virtual facilitators and/or the school guidance counselor will schedule interventions with the certified teacher of record. CMS/CHS has a daily intervention and extension period called "Success Hour" for this purpose.



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

Cedarville School District K-6, through the Guy Fenter ESC K-6 Virtual Option, has 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.

Kindergarten - 2nd grade students will complete state required initial screening assessments onsite three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. All students, Kindergarten-6th grade, will also complete the state-mandated MAP assessments onsite as well.

Students in 3rd -6th grade will complete ACT Aspire assessment onsite in the spring. Assessments will include reading, writing, English, math and science content areas.

The CMS/CHS Virtual LMS--Apex-- has 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 through the asynchronous course with open-ended assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Facilitators and the school guidance counselor will use weekly live Google Meet sessions to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

Cedarville School District (7-12) facilitators and teachers will provide proctoring, monitoring of student progress, and support as needed.

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



Cedarville School District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Students in dyslexia screening grades will be brought to campus to conduct the screenings along with any other screeners that the district needs for each student. If a student is completely unable to come to campus, the dyslexia screener will be conducted virtually by our Dyslexia Interventionist. If a need for dyslexia screening is determined for a virtual student in non-screened grade levels, the local educational team and Dyslexia interventionist will schedule on-site screenings for those students, with virtual screenings also being available for students that cannot get to campus. Any virtual student qualifying for dyslexia services will receive services from a district dyslexia interventionist. Additionally, virtual students who qualify for dyslexia services will receive zoom interventions through our Dyslexia Interventionist using our dyslexia reading program to provide dyslexia services. Moreover, if any virtual students requiring dyslexia services want to receive just those services on campus in addition to their virtual schedule, they would be allowed to do so.

CES, through Guy Fenter ESC K-6 Virtual Option, provides accessibility tools to support students with dyslexia. Dyslexia screening is provided on-site by the Cedarville School District dyslexia interventionist during the same scheduled time as the fall NWEA MAP assessment for virtual students. Virtual learning students identified with characteristics that could be associated with dyslexia are grouped with other students from Cedarville School District K-6 who have similar assessment results. Virtual students are invited to participate in their group's scheduled intervention session(s) through Google Meet.

Cedarville School District (7-12) will provide dyslexia screening and intervention as necessary. Digital students who qualify for services will receive Google Meet invitations to participate in their group's intervention session at the designated times each week.

The Apex LMS provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. CMS/CHS will provide the needed accommodations/modifications per the individual 504 plan via Apex.



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

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

The policies of Cedarville School District will be followed for virtual students. All 2nd grade virtual students will complete the district's universal screener on-site during the same scheduled time as the winter NWEA MAP assessment for virtual students.

Additional screening and evaluation will be scheduled individually through the Cedarville School District GT Coordinator. Students will have the option to participate in the same Gifted and Talented classes as on-site students virtually through Google Meet.

All GT Standards will be followed when designing programming for identified gifted students. The Cedarville School District GT policies of the will be followed for virtual students. Students will have the option to participate in online enrichment with the GT coordinator and to take accelerated G/T courses within the digital platform.

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



Cedarville School District will work with ESOL/ESL students to ensure that all LPAC requirements are met for virtual learners. Guy Fenter ESC K-6 Virtual teachers and trained paraprofessionals—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy.

Cedarville School District K-6 will assess ESOL/ESL students using the ELPA to determine needed accommodations/modifications. ESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by Cedarville School District K-6L.

The Cedarville School District (7-12) ESOL teachers and paraprofessionals will provide support for English language learners in the CMS/CHS Virtual option.

Licensed teachers and trained paraprofessionals—under the supervision of teachers—work with students to increase their language skills in speaking, listening, reading, and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy.

The Apex LMS provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP. Cedarville School District (7-12) ESL/ESOL staff will support qualifying students in accordance with their LPAC.



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

CES will determine Special Education services and supports based on the IEP written by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the Red Comet-Buzz Learning Management System (LMS).

Special Education meetings are conducted by Cedarville School District K-6. Meetings will be conducted by phone or onsite at least once each year for the IEP meeting. Referral and Initial Placement conferences will be conducted onsite.

Student evaluations will be conducted onsite due to validity requirements. Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.

The Cedarville School District (7-12) Special Education teachers and paraprofessionals will provide support for IEP students in the CMS/CHS Virtual option. Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the Apex Learning Management System and Google Meet. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.



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, extended time on assignments, flexible assignments, and adaptive intervention resources.

Student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on students' IEP, 504 Plan, or LPAC.

Digital accommodations include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

Apex courses meet the guidelines of IDEA and Section 508. Cedarville School District (7-12) IT staff will ensure that devices meet the needs of the student in accordance with IDEA and Section 508.

Teacher Supports

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



The Cedarville School District will utilize the Guy Fenter ESC K-6 Virtual Option as the digital content and instructional solution. The Guy Fenter ESC K-6 Virtual Option will incorporate training for the usage of the Red Comet-Buzz Learning Management System (LMS) and virtual instructional strategies. All Guy Fenter ESC K-6 Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Guy Fenter ESC K-6 Virtual Option will provide a team of instructional and digital content experts for in-time support for all teachers. Finally, Guy Fenter ESC K-6 Virtual Option will have a team of technology support specialists to assist with any technological issues.

Cedarville School District (7-12) will utilize the Apex platform for our online virtual (remote) learning option, or "CHS Virtual." The program will provide instruction using a dual model of both synchronous and asynchronous online learning. All students will participate in weekly live Google Meet sessions for interventions, extensions, and guidance counseling sessions with the Cedarville Schools Digital Learning Facilitator and the School Guidance Counselor. This allows for students and instructors to develop relationships, address needed "just-in-time" instruction, provide flexibility with learning, and ensure development of social and emotional skills.

Students in need of intensive interventions will be provided opportunities to meet virtually with onsite teachers during daily scheduled intervention times.

All Cedarville School District (7-12) virtual students will be required to attend a minimum of one Google Meet session per week. It is highly encouraged that students attend all Google Meet sessions each week. Research shows that students who attend Google Meet sessions are more successful than students who do not attend Google Meet sessions. Students, teachers, facilitators, and the guidance counselor are also able to communicate 24/7 via the SIS email system that is monitored by the Cedarville School District. Facilitators are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their email on a daily basis during the school week.

CMS/CHS Virtual students will be required to

- Participate in one Google Meet session every week with a digital learning facilitator and/or the school guidance counselor,
- Log onto the Apex platform for at least thirty minutes a day in every assigned course,
- Attend on-line Google Meet interventions if and when deemed necessary by the CMS/CHS RTI team, and
- Abide by the CMS/CHS attendance policies and attendance protocol--after three and five cumulative "absences" in any course, the virtual learning student will receive warnings in writing from the school along with phone calls from school staff. At seven cumulative absences in any course, the



After ten cumulative absences in any course, the virtual learning student will be required to attend an onsite attendance intervention meeting. At ten cumulative absences in any course, the virtual learning student will be required to return to onsite learning, the Crawford County juvenile truancy officer may be notified and a FINS may be filed and an allegation of educational neglect may be filed with DHS. After ten cumulative absences, the school will hold an attendance hearing for the student and the student could lose credit for the course(s) in which the chronic absenteeism has occurred.

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 Cedarville School District will utilize the Guy Fenter ESC K-6 Virtual Option. The Guy Fenter ESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Guy Fenter ESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for all teachers.

The Guy Fenter ESC K-6 Virtual Option will utilize curriculum developed by faculty members and subject matter experts within the Red Comet-Buzz Learning Management System (LMS) which are aligned to Arkansas state standards. The Guy Fenter ESC will provide professional development to aid personnel as they provide instruction to the students.

Virtual learning at CMS/CHS Virtual will occur asynchronously using the Apex platform, which contains all content and assessments on the platform. Cedarville School District (7-12) and CMS/CHS Virtual will, at minimum, follow the guidelines and policies set by the state of Arkansas in regard to teacher planning time (40 minutes per day). Cedarville School District (7-12) and CMS/CHS Virtual will provide professional development during weekly scheduled team meetings to aid personnel as they provide support and interventions 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.



In order to ensure all digital learners have equitable access to virtual instruction, Cedarville School District provides every student, regardless of living situations, with a Chromebook and charger. If necessary, families can check out a mobile hotspot to access the internet. The Internet is also accessible in the school parking lots and surrounding areas including the Cedarville Park.

The equity coordinator for the district is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies.

Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc., along with utilizing the School Intervention Team (SIT) for student support and intervention.

Cedarville School District will provide all appropriate testing and support services for qualifying students. The Guy Fenter ESC K-6 Virtual Option teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

The local school/district will provide all appropriate testing and support services for qualifying students. CMS/CHS Virtual facilitator and the Cedarville Testing Coordinator will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

CMS/CHS Virtual will provide all appropriate testing, proctoring, and support services for qualifying 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.



All Cedarville Virtual Option students will be required to do statewide summative and school/district required testing (NWEA MAP, DIBELS, ACT Aspire, K-2 screeners, etc.) onsite as per DESE guidelines. These tests will be conducted and monitored by the school/district personnel. Virtual students may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. All testing data will be shared by the school/district for analysis by Guy Fenter ESC K-6 Virtual Option personnel. The Cedarville School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Cedarville School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner.

Guy Fenter ESC K-6 Virtual option teachers will assist the CES test coordinator with communication to students and families regarding testing dates, times, and options. Schedules for assessment will be communicated in advance to give families adequate time to plan for onsite testing.

All CMS/CHS Virtual students will be required to do statewide summative, and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel.

Cedarville School District (7-12) will utilize school district personnel at each campus to proctor statewide summative testing of virtual students and to notify parents and students of onsite testing dates and requirements through the district through the use of building calendars, phone calls, mail, emails, and/or messages through the LMS, and the district mass notification system.



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

The effectiveness of the Cedarville School District K-6 virtual option, through the Guy Fenter ESC K-6 virtual option, will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by LMS work, formative and summative assessments such as ELPA 21, ACT Aspire, and MAP. Guy Fenter ESC K-6 Virtual option will also monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. Guy Fenter ESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. Guy Fenter ESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

Guy Fenter ESC teachers, CES administrators, teachers and counselors will work together to identify student progress to determine instructional next steps, and to monitor students' progress toward meeting grade-level benchmarks.

CMS/CHS Virtual will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. CMS/CHS Virtual will analyze student data such as common formative assessments, LMS work, state summative assessments, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

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



Family and community feedback was a key component in the development of the Cedarville School District virtual option. During the 2020-21 school year, families completed surveys about the virtual learning option.

TheGuy Fenter ESC K-6 Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Parents will also be informed on how to navigate the LMS and expectations for virtual learning. Families will be asked to complete surveys and participate in feedback forums for the program. The ESC Virtual Option faculty will also conduct parent/teacher conferences as required by state standards.

The Guy Fenter ESC K-6 teachers will partner with the District ESOL Coordinator to provide community outreach for cultural and language support.

Parents have access to the Home Access Center, parent portal of the Buzz Learning Management System, and they will receive notifications to monitor their student's progress. Guy Fenter ESC K-6 Teachers and CES will provide parents with progress reports and parents are encouraged to attend parent/teacher conferences conducted each semester.

At any point during the school year, parents may contact the Guy Fenter ESC K-6 teacher or District Point of Connection for individual assistance with digital learning tools, academics, or student support services.

CMS/CHS Virtual and the Cedarville School District (7-12) technology department will support parents and students with digital tools and resources including, point in time technical support for hardware and software issues, maintenance and support of the district LMS, access to district Wi-Fi available on campus and at several high-density areas across the community in partnership with Clarksville Connected Utilities.

CMS/CHS Virtual and the Cedarville School District (7-12) guidance counselor (the Parent and Family Engagement facilitator) will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. CMS/CHS Virtual and the Cedarville School District (7-12) guidance counselor (the Parent and Family Engagement facilitator) will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. CMS/CHS Virtual faculty will also conduct parent/teacher conferences as required by state standards.

Family engagement is highly valued and encouraged throughout the year by providing regular updates, emails from teachers, just in time meetings at the local level, and up to date information on the Cedarville School District (7-12) website and social media landing pages.



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

Approved May 24, 2022 Link to board meeting agenda: <https://core-docs.s3.amazonaws.com/2022-05-24/2022-05-24%20Board%20Meeting%20Agenda.pdf>

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

https://docs.google.com/presentation/d/e/2PACX-1vR58_EoARzlp5TP_KnZi8

Policies

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

High School <https://core-docs.s3.amazonaws.com/documents/asset/upload>

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

High School <https://core-docs.s3.amazonaws.com/documents/asset/upload>

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

High School <https://core-docs.s3.amazonaws.com/documents/asset/upload>

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