



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Harrison School District (0503000)

School Year 2021-2022

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 #: 0503000
Superintendent: Stewart Pratt
Email: spratt@hps.k12.ar.us
Phone: (870) 741-7600
Duration Requested (not to exceed five years): 5 Years
 (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
0503703 - Harrison High School Conversion Charter	9-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503012 - Forest Heights Elementary School	3-4	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503018 - Harrison Middle School	5-8	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS
0503013 - Skyline Heights Elementary School	3-4	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)	<p>Request Waiver:</p> <p>The nature of virtual instruction gives students the option of completing their coursework from a different location. Since students will not be on campus we will need a waiver from traditional attendance.</p> <p>District policies and practices regarding student absences apply to virtual academy students. Chronic absenteeism as described in the HVA Student/Parent Handbook may result in the recommendation to return to onsite instruction or a referral to juvenile court for additional services.</p> <p>https://www.harrisongoblins.org/domain/3136</p>
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Request Waiver:</p> <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.</p> <p>Teachers in grades 3-6 who teach 100% virtual students can have class sizes that are equal to double the max class size of a face to face classroom. During the 2020-2021 school year, class sizes did not exceed normal onsite class sizes; therefore, the 100% increase allowable will only be used in rare cases, and teachers will be provided additional support to monitor and provide student support through the district PLC Teams, technology facilitators and campus instructional aides.</p> <p>Teachers in grades 7- 12 who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period assigned. For example, if a 10th-grade teacher has a virtual only period, there may be 40 students assigned to that roster for that period.</p>



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Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Teaching Load Number of students: 200</p> <p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Request Waiver:</p> <p>Teachers in grades 3-6 who teach virtual only classes can have an overall teaching load not to exceed 50 students.</p> <p>Teachers in grades 7- 12 who teach a mix of virtual and onsite classes, can have an overall teaching load equivalent to 10 additional students per digital period. For example, if a 10th-grade teacher has 1 digital class he/she can have up to 160 total students.</p>

<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	
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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>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that the 6-hour school day may not be needed to master the course standards. The district will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week for 100% virtual learners due to the fact that technology-based approaches are the primary instructional delivery with flexibility in time, place, and pace.</p>
Clock Hours	1-A.2			<p>Request Waiver:</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 60 hours of seat time or clock hours per credit may not be needed to master the course standards.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	<p>Request Waiver:</p> <p>Request to waive the DESE rules governing physical activity standards for students in a virtual setting. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for the physical activity.</p>

Digital Model

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

Interaction / Delivery



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

Students will have both synchronous and asynchronous instruction. Students in grades 3-6 will have synchronous instruction four days a week for reading math and unit study. Other subjects will be taught asynchronously. Between live sessions students will have work/activities to do asynchronously. Fridays will be for projects to be completed asynchronously, teacher office hours, planning and student/parent contact.

Students in grades 7-12 will use a block schedule. For English, Math, Science and Social Studies students will have synchronous instruction 2 days per week. English and Social studies will be synchronous on Monday and Wednesday. Science and Math will be synchronous on Tuesday and Thursday. Other subjects will be taught asynchronously via Arkansas Virtual. Fridays will be for projects to be completed asynchronously, teacher office hours, planning and student/parent contact.

Students are expected to attend all synchronous lessons and complete and submit asynchronous learning assignments. Attendance will be based on participation in synchronous lessons. Failure to attend a synchronous lesson without prior approval will be considered an absence. District attendance policies apply. After three unexcused absences parent/guardian will be notified, an attendance plan will be created. After five unexcused absences the parents will be contacted and the student will be asked to return to onsite instruction.



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.

Students will access instruction virtually with scheduled synchronous lessons, During asynchronous times students will be working independently on assigned tasks, readings, and projects. Courses like CTE, art, athletics, and music will require students to participate in blended learning. They would be on campus for practices, activities and other learning activities that cannot take place virtually. Virtual teachers will provide synchronous lessons with Google Meet and use a variety of interactive tech tools. 3-6 students will use Google Classroom, and 7-12 will use Canvas. Virtual students and teachers have access to onsite resources. Teachers will participate in grade level/content PLC teams on campus.

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.

Virtual teachers for grades 3-6 will solely work with offsite students. Virtual teachers for grades 7-12 and some specialty areas (PE, Art, Music, GT, SPED) in grades 3-6 will have onsite and virtual students. Teachers will have designated periods of their day for virtual instruction in addition to their required daily 40 minutes of prep time. Principals and technology facilitators will meet with staff serving virtual students bi-weekly. They will also monitor virtual classrooms as they would onsite classrooms.



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

Students in grades 3-6 will participate in synchronous instruction for math and reading four days a week. Those four days would also have a dedicated “Unit Study time” where they would teach science and/or social studies based on thematic units. Classes like art, music, PE and enrichment would be asynchronous with one being assigned for each day. Fridays would be asynchronous for students. Students in grades 7-12 would utilize block scheduling. Monday and Wednesday would be synchronous days for Math and Science. Tuesday and Thursday would be synchronous days for English and Social Studies. Instructors will be accessible via virtual “office hours” and phone at regularly scheduled times. Teachers will be accessible by email, scheduled phone conferences and use the district’s Remind messaging system. Teachers are not responsible for communicating with offsite students or parents during hours outside the school day unless a parent/student has set up an appointment. A parent or student should receive communication from the teacher within 24 hours of submitting an email, phone message, or Remind message unless school is not in session (ie breaks, weekends, holidays). It is expected that teachers communicate bi-weekly with parents of students they are teaching. This should be more frequent if the student is having difficulty.



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?

For grades 3-6 the district will employ two teachers, and have a maximum of 70 students in the virtual program. Each teacher would have a maximum of 35 offsite students. For grades 7-8 there would be a maximum of 70 students. Two teachers would be scheduled as virtual instructors for ½ day. Grades 9-12 would have a maximum of 90 students accepted into the program. Individual teacher numbers may vary depending on enrollment in courses. The offsite teachers would be housed on their grade level campus and report to their building level principal, or assistant principal. They would be supported by building administration, the district technology facilitators, the district instructional team, and their PLC. The instructional team will monitor grades, and assessment and engagement data to determine if/what additional supports may be necessary. District technology facilitators will meet with their virtual instructors weekly to assess needs and receive feedback. Adjustments to support teachers may include reduction in class size, planning and lesson preparation assistance, professional development, and additional digital resources if necessary.

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?



LEA INSIGHTS

The offsite teachers would be housed on their grade level campus and report to their building level principal, or assistant principal. They would be supported by building administration, the district technology facilitators, the district instructional team, and their PLC. The instructional team will monitor grades, and assessment and engagement data to determine if/what additional supports may be necessary. District technology facilitators will meet with their virtual instructors weekly to monitor, assess needs and receive feedback. Adjustments to support teachers may include reduction in class size, planning and lesson preparation assistance, professional development, and additional digital resources if necessary.

Evaluation of engagement data (attendance), student growth measures, common formative assessment data and grades will be used to monitor students. Students showing areas of concern will be referred to the instructional team. The team will come up with a plan to provide additional supports to these students. These supports may include, but are not limited to intervention services, one on one virtual meetings, School Based Mental Health counselors, School Based Social Worker, building counselors and support staff.

Technology / Platforms

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

Grades 7-12 will use Canvas as their LMS. Grades 3-6 will house their digital classrooms in Google.



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 teachers will use identified essential grade level standards to develop lessons and content in collaboration with their subject area/grade level teams. Teams have worked this year to create digital content in Google Classroom and Canvas, and have lessons from this year in a master Google Classroom and Canvas. This content will be refined and enhanced for continued use. Additional digital resources include Envisions Math (Savaas digital content) HMH Journeys (Think Central content), Newsela, IXL, Whooo's Reading, Mystery Science, Boardworks, Nearpod, Generation Genius, Simplify Writing (3-6), and Virtual Arkansas.

Teachers will have Screencastify and Kami.

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.

Each student will be provided with a Chromebook equipped with a camera and microphone. Teachers have a desktop computer with webcam and microphone as well as a laptop with video and audio capabilities. Teachers will use Google Meet for video conferencing. They have access to Go Guardian to monitor student activity.

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

Students with no internet access will be provided with a hot spot. In addition the district has drive up wifi access in each campus parking area. A dedicated school bus with wifi is also available to provide connectivity in remote areas as needs arise.

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.



Teachers are required to make regular contact with offsite students via Google Meet, email, phone and Remind a minimum of two times per week. Offsite students will come to campus to pick up learning materials, participate in testing and access breakfast and lunch. Students needing meal delivery will coordinate through the School Based Social Worker and Child Nutrition Director. At any time a teacher may refer a student to one of the eight school counselors. At the orientation meeting prior to the start of school, parents and students will be given a handbook containing referral information and information regarding the services available to students. Counseling services and/or consultations may take place virtually. Teachers will do a virtual check in with students individually at least once per month, in addition to their regular synchronous classes. In addition to developing relationships, teachers will discuss progress and address any needs that students may have. During PLC meetings time will be set aside for teachers to engage with counselors, school social workers, and school based mental health workers to discuss strategies, supports and practices related to behavior and mental health concerns of virtual students. Offsite students have access to the Harrison School District Social Worker (who does home visits regularly), and the four School Based Mental Health professionals (who also work with families). These referrals can be initiated by the student, parent, or teacher at any time as outlined in the student/parent handbook. The three Harrison High School counselors meet with their assigned students regularly and assist in the development of SSPs using Xello. Offsite students would participate virtually during scheduled “Gob Time”.



Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement.

Weekly progress monitoring will take place using reports from the LMS, attendance records and completion of required assignments. Teachers will share weekly progress with students and parents. If students are not showing progress on weekly assignments and grades are dropping the teacher will refer the student to the Response to Intervention team. The RTI team will write an intervention plan specific to the students that may include, but is not limited to reteaching of skills, small group sessions, one on one sessions or onsite tutoring time. If the interventions are not successful, the student will be referred to the instructional team. This team will meet along with the student's parents to determine if more interventions or testing are warranted, or if the student should return to onsite instruction.

If student engagement is the issue, parents will be contacted to collaborate on an Attendance Improvement Plan. This would be enforced by the building administrator, School SRO and School Social Worker, with home visits if necessary. If attendance does not improve students will be asked to return to onsite instruction.

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

Virtual students will take the same universal assessments as students on campus, and be evaluated using CFAs created by district teams. Students needing additional support would follow the same teacher initiated referral process. Students identified as needing Tier 2 support would receive interventions from their regular teacher, just as those on campus do. Tier 3 students would be served by Title 1 personnel in virtual sessions. The frequency and duration of the interventions would be determined by the RTI team. Progress monitoring for Tier 2 would be completed by the virtual teacher. Progress monitoring for Tier 3 would be the responsibility of the Title 1 teacher. Rti plans and progress monitoring results are monitored every 6-8 weeks during PLCs. Adjustments are made to the plans based on student data. If Tier 3 interventions are not successful the student will be referred to the academic team and considered for further evaluation to determine if behavioral or special education services are warranted.



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

Virtual teachers would follow the district assessment plan and calendar. Offsite students would have the same requirements as on site students. In grades 3-6 students would take STAR Math and Reading, DIBELs, and Interim Assessments. Seventh through tenth grade students would take STAR Reading and Math and whatever Interim Assessments are decided to be given by their respective grade levels. Since all teachers would be participating in PLCs, they would also take the same CFAs as their grade level peers on campus. Students would be required to come to campus three times per year to participate in universal screeners to ensure the fidelity of the assessments.

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

Teachers or reading interventionists will administer level 1 screeners as required by law. Title 1 teachers or Dyslexia interventionists will administer level 2 screeners based on the results from level 1 screeners. All HSD Title 1 personnel are trained to deliver DESE approved dyslexia interventions using Phonics First and Structures. Virtual students determined to be in need of Dyslexia services will be served face to face with qualified personnel using state approved intervention programs. The frequency and duration of the interventions will be determined based on the requirements of the program and the attention span of the child. The decision to provide face to face interventions for Dyslexia is based on our experience delivering virtual interventions this year.

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



GT students in grades 3-6 would have regular synchronous and asynchronous instruction for a total of 150 minutes per week with a certified GT instructor as required by law. Those who are identified as GT in grades 3-6, and are also virtual, will receive their 150 GT minutes weekly via Google Classroom facilitated by a certified GT instructor. One of our certified instructors will provide for 3/4 and the other will provide 5/6. These will fall under the resource room in the GT Standards. In addition the GT teacher will collaborate with the virtual teacher on a bi-weekly basis. The GT coordinator will be included on the instructional team to offer insight on programming and interventions for GT students. The GT teacher assigned to each virtual student will be the same teacher assigned to that grade band/campus for onsite students. Students in seventh and eighth grade will be offered accelerated courses. These would be in Canvas and be the same accelerated courses that are offered on campus. They would be facilitated by the 7-8 digital teachers. Identified GT students in grades 7-12 will meet at least monthly with their assigned GT teacher for support and monitoring. HHS (9-12) and HMS (7-8) students have an opportunity to meet with the GT teacher virtually at least 30 minutes monthly via Grades 9-12 will be offered Advanced Placement and Endorsed Concurrent Credit Courses. Teachers teaching AP and concurrent credit courses will be qualified to teach those courses based on guidelines from DESE. (Course Content (Secondary) – p. 21, GT Standards and those taking our accelerated courses will fall under the Acceleration program option – p. 22, GT Standards. Students in 9-12 will fall under Course Content (Secondary) – p. 21, GT Standards) Referrals for GT would follow the district referral process. Required testing would take place on the students' respective campus.

Other Services - GT service provided by the district that was not included in the option descriptions listed above (i.e. meetings with identified secondary students to address affective needs)



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

HSD currently employs a dedicated ELL Instructor that serves the district. EL numbers have remained steady at about 25 students per year. The district uses an integrated support model. Plans for EL students will be developed in collaboration with the virtual teacher and EL instructor. The ELL instructor will maintain weekly contact with the virtual teacher(s). The EL Support teacher will be included in the instructional team that monitors student progress. Students will receive direct support weekly, or as needed. This support may be virtual or face to face depending on the specific needs of the student and family. ELPA assessments will be done face to face on site.

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

Upon acceptance into the virtual learning program, special education and related services will be provided to digital learning students as indicated on students' Individualized Education Plans (IEP) and in accordance with IDEA and DESE rules and regulations. IEPs for digital learners will be developed with a variety of digital delivery methods in mind. Goals, objectives, accommodations, modifications, and testing procedures will be calibrated for students to make meaningful progress, in light of their circumstances, through digital learning. Each campus will have a designated virtual SPED teacher. This teacher will be part of the instructional team and collaborate with the virtual teacher to assist in implementing the accommodations/modifications necessary for that student based on their IEP. Student progress will be monitored closely, and lack of progress will trigger an IEP conference to convene.

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.

video-recorded or screen-recorded lessons, audiobooks, text to speech, larger font, reduced assignments, web captioning, teacher notes before the lesson, lesson outline sent via email or LMS before the lesson, access to all levels of instructional materials that can be used for remediation or enrichment



Teacher Supports

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

The district employs one Certified Google Education Trainer and two Technology Facilitators. One facilitator will serve K-6 and work to support Google Classroom and facilitate the use of digital content. The other will serve grades 7-12 and support Canvas and the implementation of digital content at those grade levels. These Technology Facilitators are trained in best practice in virtual instruction and will support teachers in using best practice. Teachers of virtual students would have priority when accessing these facilitators. We will also provide professional development specific to virtual instruction and additional paid work days to develop lessons. This will be provided by Virtual Arkansas. The Certified Google Education Trainer will provide professional development and ongoing tech support to district leadership and staff. On demand technology training is housed in Canvas for teachers, and multiple summer sessions have been planned to support teachers. During the summer the district will allow all teachers three days of unstructured professional development time to create and revise digital content.

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



Teachers will be using some locally created materials developed over the course of this year, along with additional purchased digital resources. These materials will be refined and updated during PLC team meeting times. The district has a dedicated early dismissal day to provide time for these meetings. In addition to meeting with teacher teams the digital teachers will have bi-weekly meetings with the Director of Curriculum, Instruction and Assessment and the technology facilitators. These will take place during times students are working asynchronously. No synchronous lessons will take place on Fridays so that teachers may use that time to plan, contact students, offer 1-1 instruction, assess students and grade student work. Teachers will have 200 weekly minutes of planning time (40 minutes per day) built into their daily schedules. They will have access to a Google Certified Trainer and tech facilitators upon request in addition to the bi-weekly meeting times. The district will use professional development content provided by Virtual Arkansas to train instructors in design and development of digital courses (30 hours). This training will take place during the summer of 2021. Teachers will be compensated for any professional development done during non contract time per district policy. Teachers will also have access to conferences and professional development opportunities during the year as needs arise.

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.

The district assigns a chromebook to every student with a charger. Students who do not have internet access may request a hot spot. In addition, each campus and the administrative offices (7 locations) have drive up wifi available. The HSD currently employs a school social worker. She works with McKinney Vento students, She liaisons with DHS and also handles referrals from teachers, counselors and principals. These referrals are initiated by teachers, counselors or administrators. The process would be the same for virtual students. In addition, the district employs three School Based Mental Health counselors. Students are served by the same type of referral process. Identified ELL students are assigned to the ESOL coordinator for services. Virtual teachers would follow the same referral processes as regular teachers to access services for their 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.

Prior to beginning virtual instruction parents and students will attend a required orientation where expectations and testing dates are clearly presented to parents. Parents and students will sign an agreement indicating they understand students must test on campus. Written and video messages will be sent to parents and posted to the district website from the District Testing Coordinator and Building Testing Coordinators with testing dates and expectations. Building Testing Coordinators will be in contact with virtual students to schedule testing and provide support for the teachers serving those students. Teachers will also regularly communicate expectations for testing. On selected testing dates students will report to their campus if space allows, or the district Professional Development Center. Offsite teachers and school counselors will proctor testing face to face. In addition to the large room in the PD center, two smaller rooms are available in the same building should students need to be isolated for testing accommodations.



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.

Digital courses will be subject to the same scrutiny as onsite classes. Regular Common Formative Assessments, Interim Assessments and Universal Screeners will be administered to determine mastery of standards and student growth. Attendance/student engagement data will be considered. Data from these sources will be brought to team/grade level PLC meetings and evaluated at least monthly, but usually bi-weekly. Modifications to instruction and/or curriculum will be made as deemed necessary by analysis of the data. Supports for struggling students will be discussed and put in place based on the data.. School administrators will supervise offsite instructors in their building. Digital teachers will be evaluated using the Teacher Excellence Support System. Meetings with the technology facilitators and district instructional team will occur weekly.

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)



All HSD families receive information via the district website, Remind, social media, and phone calls. In person orientation will take place prior to the start of school. Parents and students will both receive instruction about the expectations and procedures for digital learning as well as how to log into and use the learning platforms, and monitor student grades. Members of the district technology team, and the technology facilitators will be available to help parents with technology issues they may be having. Ongoing support will be provided by digital teachers, technology facilitators and the district tech team as needed. Instructions for accessing this assistance are outlined in the parent/student handbook. Short tutorials will be posted to the website for parents and students explaining how to navigate the LMS and digital content. Parent surveys will be regularly scheduled to obtain stakeholder feedback. Students will receive grades quarterly on their report cards. In addition, progress reports are sent to parents at the midpoint of each quarter. Parent/teacher conferences will be conducted face to face or virtually depending on the preference of the parent/guardian. Parents may check their child's progress at any time in Eschool or as an observer in Canvas. Instructions on how to do this will be provided in the teacher/student handbook.

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

<https://www.harrisingoblins.org/site/Default.aspx?PageID=3503>

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

<https://drive.google.com/drive/folders/1FMYWuxjBarSwVIBuosEWPomeeS2Fyp2>

Policies

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

<https://www.harrisingoblins.org/domain/3136>

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

<https://www.harrisingoblins.org/domain/3136>



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

<https://www.harrisongoblins.org/domain/3136>

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