



Act 1240 Digital Learning Waiver Request

Status: Reviewed

Jacksonville North Pulaski School District (6004000)

School Year 2021-2022

! New Digital Learning Waiver requests can not be created after May 1st. Existing drafts and revisions will continue to be reviewed.

Applications will be reviewed in the order received. Incomplete applications will be returned to the district. A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:
LEA #: 6004000
Superintendent: Bryan Duffie
Email: bduffie@jnpsd.org
Phone: (501) 241-2080
Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
6004003 - Bayou Meto Elementary School 6004011 - Bobby G Lester Elementary School	K-12	Asynchronous	Virtual	LMS
6004009 - Jacksonville High School 6004008 - Jacksonville Middle School		Synchronous	(Online) /	CMS
6004005 - Murrell Taylor Elementary School 6004007 - Pinewood Elementary School			Remote	
6004004 - Warren Dupree Elementary School			(Distance)	



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>Jacksonville North Pulaski School District will be requesting attendance waivers because attendance will be taken in the following ways:</p> <p>Elementary Virtual Academy: Attendance will be taken daily during the morning meeting. Cameras are required to be on during morning meetings. Teachers will take attendance and submit on the same day. Live sessions are required.</p> <p>Secondary Virtual Academy (7-12) Virtual scholars will follow the same attendance guidelines as onsite learners. Absences will be handled according to the JNPSD handbook. All documentation for excused absences can be submitted in person or scanned and emailed to the campus attendance clerk.</p> <p>Synchronous/Live learning days: Attendance for virtual scholars will be recorded as scholars attend Google Meets. Students must have cameras on to be counted present. Students who arrive late to virtual classes will be marked tardy. log into Google Classroom and complete the daily attendance assignment/exit activity. An attendance assignment/exit activity should be a brief, content-driven formative assessment. The deadline for scholars to submit the attendance assignment by midnight on the day of the scheduled task.</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 Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812(a)(2)	<p>JNPSD will be requesting class size waiver for grades 6-12 because teachers will be serving in a dual role as a virtual teacher and face to face teacher. There are also elective classes where a JNPSD teacher may be delivering blended instruction. Grades 6-12 (35 max per class)</p>
<p>Teaching Load Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>Jacksonville North Pulaski School District is not requesting this waiver because we will not be exceeding teaching load for grades 6-12.</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>				



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; 6-16-126	The district will need a six hour instructional day waiver because school days or portions of days pertaining to virtual learners will have an instructional day less than six hours per day or 30 hours per week.
Clock Hours	1-A.2			The district will need this waiver since some virtual students may not need 120 clock hours to master the course.
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)	Jacksonville North Pulaski school district will need the recess waiver because K-5 remote students will not be required to have 40 minutes of recess. The instructional day will be less than six hours.

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.



LEA INSIGHTS

JNPSD will be requesting class size waiver for grades 6-12 because teachers will be serving in a dual role as a virtual teacher and face to face teacher. There are also elective classes where a JNPSD teacher may be delivering blended instruction.

Elementary (K-5)

Students enrolled in the elementary virtual academy will have required live lessons (synchronous instruction) Mon - Fri. for core content areas. The teacher will also conduct mandatory “live” small group sessions for scholars. An instructional schedule with times for the synchronous lessons will be made available to students and parents.

Students will also have periods of asynchronous digital content posted within the instructional schedule Mon - Fri. Some of the asynchronous content will be required by the teacher, and some content will be resources or extensions that are optional to the student. Optional and required will be defined on the posted content. The teacher will be available for support during the asynchronous (independent work) times.

Secondary (6-12)

Jacksonville Middle School (JMS) and Jacksonville High School (JHS) will employ a Virtual Academy within its walls that will marry both the synchronous/live and asynchronous modes of instruction. This will allow for our scholars (as well as the instructors) to build the rigor, the relationships and the relevance of their courses as well as providing flexibility with learning. The delivery of the instructional model within the Virtual Academy will be in one of two ways: classes that are 100% virtual scholars (primarily core classes) or classes that have a blend of on-site and remote learners (primarily electives and singleton courses.)

Jacksonville Middle School Virtual Academy

Students will attend synchronous and asynchronous classes on a rotating A/B schedule. Lessons will be delivered through Google Meet - per day, per content area.

Scholars in the Virtual Academy will be progress monitored for the attendance, their engagement and their classwork to ensure that the scholars are working with fidelity and full engagement.

Scholars and teachers can communicate through email at any time and the teachers are expected to reply to the emails within 24 hours. All virtual scholars are expected to check their emails daily and must attend a daily check “meet” every day.

A sample schedule is provided below:

- MONDAY
- TUESDAY
- WEDNESDAY
- THURSDAY
- FRIDAY
- Week 1



LEA INSIGHTS

WEEK 1

A- SYN

B- SYN

A-AS

B-AS

A- SYN

Week 2

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

B-SYN

A-SYN

B-AS

A-AS

B-SYN

Jacksonville High School Virtual Academy:

<https://sites.google.com/view/jaxva/home>

Remote scholars will continue to participate in an A/B block schedule. Remote scholars will attend synchronous classes via Google Meet each day in single block courses, and three times a week for double blocked classes. This ensures that scholars receive synchronous instruction a minimum of twice per week in each course. In addition to synchronous learning, scholars will also participate in asynchronous lessons. Asynchronous lessons will consist of teacher instruction, independent assignments, and projects. Asynchronous learning will occur in double blocked courses a minimum of two days per week. Scholars in need of additional support will utilize asynchronous days for live synchronous support with teachers. Scholars in the Virtual Academy will be progress monitored for the following: attendance, engagement, and classwork. Scholars and teachers can communicate through email at any time and the teachers are expected to reply to the emails within 24 hours. All virtual scholars are expected to check their emails daily and must attend a daily advisory that will be held synchronously.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.



LEA INSIGHTS

The delivery model in our Virtual School will be Virtual (Online), Remote (Distance). Google Classroom is the primary CMS system employed by the district for frequent communication and delivery of lessons.

Elementary (K-5)

In the elementary virtual academy, the teacher of record will provide virtual instruction to only students who are remote. There will be virtual teachers located in each elementary school in the district. Teachers will be assigned to campuses by grade level in order to promote collaboration in a professional learning community. Virtual teachers will participate in grade level planning with onsite teachers. Virtual instruction will include a combination of synchronous and asynchronous content.

To ensure continuity and equity between virtual and onsite instruction, both virtual and onsite teachers will collaborate and plan units of instruction using the approved district curriculum. This instructional approach will ensure that the virtual students are taught the same content at the same level of rigor as onsite students.

Secondary (6-12)

JMS and JHS will utilize virtual learning through its own LEA. Secondary schools will use a synchronous/"live" and asynchronous approach with online learning scholars. Scholars will engage in their digital coursework through posting assignments by their teachers in Google Classroom (CMS). Scholars will have the opportunity to engage in scheduled Google Meets at a minimum of twice per week. All learning for core classes will take place remotely in the Virtual Academy.

Jacksonville High School Virtual Academy Scholars will be limited to the following elective choices:

9th grade: Spanish, French, Food Safety or Human Relationships

10th-12th grade: Spanish, French, Creative Writing, Child Development, Psychology/Sociology, Abnormal Psychology/African American History, and Music Theory

All Secondary Virtual Academy scholars may choose the following electives which will require on site attendance: band, choir, athletics, and ROTC.



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.

Elementary (K-5)

The elementary virtual academy will have a dedicated group of teachers for virtual instruction/classes. There will be 1 kindergarten virtual teacher for the district and 2 virtual teachers for each grade (1st-5th).

Secondary (6-12)

JMS will be using its certified teachers for its delivery of instruction to the Virtual Scholars at JMS. The teacher of record will provide instruction to on-site scholars and virtual scholars during different class periods. The core teachers will not have in person and remote learning at the same time. The only elective teachers that will have to have on-site and remote learners at the same time will be choir.

JHS certified teachers will deliver instruction to the remote learners. Remote learners will be enrolled in remote-only sections for all core courses or subjects. Elective sections may contain both on-site and remote learners.

If a remote learner is in need of credit recovery, he/she will recover that credit via Edgenuity. Credit recovery courses may or may not contain both on-site and remote learners.

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



LEA INSIGHTS

Elementary (K-5)

Teacher Instruction

Teachers will provide synchronous instruction for students each day for Literacy and Math.

Social Studies content will be imbedded in literacy instruction

K-5 ELA teacher created lessons and digital content from Benchmark Reading.

The K-5 teacher created lessons and Eureka Math.

Science will be taught daily. Synchronous instruction will be provided twice a week and asynchronous instruction will be provided three times per week.

Teachers will post digital content and supplemental lessons that support student learning in all content areas.

Art, Music and PE lessons will be posted for asynchronous work daily.

K-2 students will have access to digital “choice” boards while the teacher meets with small groups.

Secondary (6-12)

Teacher Instruction:

Teachers will provide synchronous sessions as well asynchronous sessions for the students a minimum of twice per week (dependent upon the A/B Schedule for that week).

The teachers will have a live small groups meetings with students a minimum of twice a week. This will be dependent on the A Days vs B days for that particular week. Students will be required to attend the live meetings. If a student misses three meets in a row, then a phone call or a parent contact will be made by the teacher.

Teachers will actively monitor grades and attendance and communicate to the attendance secretary and administrator per the attendance protocols listed in the JNPSD Student Handbook

Teacher Interaction with students:

The teacher will communicate with all scholars to ensure that they are keeping up with the daily assignments. This may take place via email, phone call, Go Guardian messages, or Google Classroom messages. Teachers will also structure small group learning, and deliver the same or comparable lesson as what the brick and mortar scholars are receiving.

Teacher frequency with digital learning students:

The teachers will engage with the digital learning students all five days per week -this will be done through synchronous meetings, asynchronous lessons, small group support sessions, and through advisory period check-ins. Recorded lessons and other resources will be available in the Google Classroom.



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?

JNPSD will be requesting class size waiver for grades 6-12 because teachers will be serving in a dual role as a virtual teacher and face to face teacher. There are also elective classes where a JNPSD teacher may be delivering blended instruction.

Secondary (6-12)

Additional Supports for the Teachers and Students:

Scholars will have an advisory period to provide social/emotional learning and support for academic needs. The scholars will also be given the opportunity to engage in small group instruction during their synchronous classroom time.

The school will support the Virtual Academy teachers by providing structured and protected time each week for the teachers to collaborate with each other to identify students that may need additional support for success. A team of teachers will regularly meet to discuss, identify, and design interventions for At-Risk students based on their academic needs and attendance.

The Technology Instructional Coordinator will also provide resources, professional development, and ongoing support for teachers. Teachers will use this information to further support scholars and address issues that may arise regarding digital learning. The TI coordinator will schedule meetings a minimum of once every two weeks at Jacksonville Middle School and Jacksonville High School.

District Monitoring of Supports:

The district will monitor the supports by analyzing the scholars in the Virtual Academy and studying their success in the academia.

The teachers will be evaluated to ensure that accurate record keeping (grades and attendance) are in place and are up to date.

Every nine weeks, an anonymous survey will be sent to the scholars, the parents, and the teachers to identify the strengths and weaknesses of the Virtual Academy.

Identify Points of Contact to support teachers and address immediate concerns.



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?

N/A

Jacksonville North Pulaski is not requesting this waiver because we will not be exceeding the teaching load for grades 6-12.

Technology / Platforms

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

All lessons will be delivered through the district's content management system (CMS) Google Classroom at this time.

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.



LEA INSIGHTS

Elementary (K-5)

Content from LMS (Benchmark Universe) will be used to integrate literacy, science, and social studies curriculum.

Supplemental content will be available to teachers through Edgenuity and Map Skills

Access to digital content through Eureka Math

Students will have access to all of the teacher created content asynchronously.

Available Supports for the teachers:

JNPSD has provided curriculum maps for teachers. This resource is in the form of a Live Binder that contains the pacing guide, the curriculum maps, lesson resources, digital assessments, and rubrics.

Protected time to collaborate with fellow teachers. Teachers will collaborate in Professional Learning Communities, PLCs, by content as well as by academy. This time will be used to design lessons, create common formative assessments (CFAs) and rubrics.

Teachers have access to the JNPSD eLearning HUB, a Google Website containing tutorials for lesson design, links to instructional tools, and resources.

Secondary (6-12)

Jacksonville Middle School and Jacksonville High school will be using a CMS through Google Classroom for grades 6-12, all subjects.

Digital Content available to Scholars:

e-BOOKS for their subject areas

SORA for access to the school library/e-books

CALS APP for free access to the Central Arkansas Library

The students will have access to ALL of the teachers' asynchronous videos that have been created.

Supplemental learning on Edgenuity

Available Supports for the teachers:

JNPSD has provided curriculum maps for teachers. This resource is in the form of a Live Binder that contains the pacing guide, the curriculum maps, lesson resources, digital assessments, and rubrics.

Protected time to collaborate with fellow teachers. Teachers will collaborate in Professional Learning Communities, PLCs, by content as well as by academy.

This time will be used to design lessons, create common formative assessments (CFAs) and rubrics.

Teachers have access to the JNPSD eLearning HUB, a Google Website containing tutorials for lesson design, links to instructional tools, and resources.



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.

All lessons will be delivered through the district's content management system, Google Classroom.

Teachers will schedule regular opportunities to communicate through video conferencing, using Google Meet.

Teachers will use SWIVL cameras providing teacher mobility in the classroom during Google Meets. Teachers will use SWIVL cameras to record lessons, which will be posted in Google Classroom for ready access for students.

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.

There is not a cost associated with JNPSD virtual learning. All students in JNPSD will be issued a district-provided chromebook, unless families choose to opt out of checking out the device. The chromebook handbook has been integrated into the district handbook. Families who opt for online learning should plan to have Wi-Fi available at home. If families do not have access to Wi-Fi, they may contact the JNPSD Central Office at 501-241-2080, for details on how to obtain access to "Cipa Compliant wifi free of charge.

The JNPSD technology department has developed a system by which parents/scholars can receive assistance troubleshooting technology issues related to the use of the district issued chromebooks. The troubleshooting guide is available online. In some cases a tech specialist may "remote in" to the chromebook to solve the issue. If all efforts to troubleshoot fail, parents may contact the school to set up an appointment to bring in the faulty device and trade for a working device.

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.



LEA INSIGHTS

It is important for our staff to see and interact with our virtual students in real-time. As a result, K-12 virtual students are required to be in numerous live virtual sessions over the course of each week, with their cameras on. This not only enhances student learning but it also allows staff working with students to note if there is anything amiss with the student or their home environment.

Elementary (K-5)

A school counselor will deliver a 30-min lesson weekly to each grade level class on student mental, emotional & physical health, character education, and conflict resolution. Scholars will be able to participate in a morning meeting each day to provide social emotional learning

The counselor will also offer during the lessons and post information along with their contact information if students or parents need assistance in any area.

Whether students learn on-site or virtually, JNPSD will continue to provide nutritious meals prepared with love and safety in mind. Breakfast and lunch will be delivered between the hours of 10:30 am and 1pm daily to designated bus stops. A list of bus stops will be generated based upon enrollment. The list of stops with approximate times will be publicized, published and posted to the district website, social media, and local media outlets prior to the first day of school.

The district ARCARE nurse will be available through telemedicine support for our remote scholars.

Secondary (6-12)

Whether students learn on-site or virtually, JNPSD will continue to provide nutritious meals prepared with love and safety in mind. Breakfast and lunch will be delivered between the hours of 10:30 am and 1pm daily to designated bus stops. A list of bus stops will be generated based upon enrollment. The list of stops with approximate times will be publicized, published and posted to the district website, social media, and local media outlets prior to the first day of school.

At the secondary level, the Virtual Academy will implement an advisory period every morning for a scholar and teacher check in.

Another support the Virtual Academy will implement is a graded assignment every Friday that is a Social Emotional Topic. This will be done through the Check In/Advisory Period of the day.

The district ARCARE nurse will be available through telemedicine support for our remote scholars.



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.

Elementary (K-5)

Small group instruction is part of the weekly instructional schedule for all virtual instructors in all grade levels.

Student performance data will be collected and small group instruction will be provided for those students needing additional support. The amount of time and frequency will be determined based on the student's level of support needed and continued until the student has mastered the content and/or is referred to RTI.

Secondary (6-12)

Jacksonville Middle School

The Virtual Academy Teachers will meet weekly to identify scholars within their team who may be at Risk of failing due to lack of engagement or chronic absences

Progress/interim reports will be used as a concrete data point for determining if a scholar needs to return to school on site. The scholars engagement level will be determined by the assignments that are turned in (or lack thereof) and the scholars' attendance.

Jacksonville High School

The scholars engagement level will be determined by daily participation, frequency of assignment submission, interaction during synchronous learning, and the scholars' attendance. A team of teachers will meet weekly to discuss, identify, and design interventions for disengaged learners based on their academic needs and attendance.

The virtual monitoring committee consisting of administrator, counselor, teacher, instructional facilitator, and/or School Improvement Specialist will also review virtual scholars' academic/attendance data. This review will take place every 4-5 weeks. Following committee review, a determination will be made as to whether a scholar needs to return to school on-site or placed on watch for the remainder of a grading period.



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

The Virtual Academy Teachers will follow the District RTI handbook for RTI referrals, criteria, and direction.

The Virtual Academy Teachers will meet weekly to identify scholars within their team who may be at risk of failing due to lack of engagement or chronic absences.

If the team decides that a scholar is at risk and interventions need to happen, then the following protocol will be implemented:

Teacher/phone call to the parent regarding the academic issue

The teacher will discuss the academic issue to identify the cause of the struggle. If necessary, a teacher can conduct a NWEA screener to identify gaps in student understanding.

Tutoring services will be provided to the scholar based on performance on the screener. Elementary virtual students will participate in interventions during each school's scheduled intervention time. Secondary scholars will be placed in tutoring sessions twice a week for a minimum of 30 minutes each session. Teachers will conduct tutoring sessions during the last 30 minutes of class based upon student need.

The teacher will progress monitor students during tutoring sessions weekly. Once the scholar has mastered the skill or improved, the scholar will no longer be required to attend tutoring.

After four weeks of intervention, scholars who have not improved or continue to struggle may be referred to the virtual monitoring committee to determine if a scholar would be better served via onsite learning .

An RTI schedule will be provided for set times of meetings.

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

The formative assessment plan that is implemented in the virtual academy will mirror the on-site teacher assessment plan. The CFAs are developed by the content PLCs and are designed by the teachers in like content areas.

Quarterly summative assessments are administered at the end of each 9 week period, and the results are maintained in a data spreadsheet and evaluated in the grade level PLC.



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

The Jacksonville North Pulaski School District will ensure that dyslexia law requirements are met for digital learners. For all K-2 virtual learners, initial screening assessments will be administered on-site by the scholars' teachers in order to determine areas of strength and weakness in reading. Initial screeners identified in the JNPSD Dyslexia Handbook will be utilized to meet the state required screening in the following six areas:

- Phonological awareness
- Sound/symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming skills
- Encoding skills

Level 1 screeners, for students in grades 3-12, who are experiencing difficulty in any of the six screening areas, as noted by their virtual teacher, will be scheduled and administered on-site. For any virtual learner requiring further dyslexia screening, Level 1 and/or Level 2 screeners will be administered on-site via scheduled appointment times, following parent/guardian consent.

To meet the unique needs of our identified scholars with characteristics of dyslexia, JNPSD will provide explicit, direct, systematic, sequential, cumulative, multisensory and research-based phonics interventions, which will be delivered in a virtual small group setting to support the components of reading instruction. Dyslexia interventions will be delivered with fidelity as the author of the program intended by trained dyslexia interventionists and tailored to the specific needs of each scholar. Scholars will be serviced by the Reading Specialist assigned to their school. Reading specialists will create small virtual groups and set an intervention schedule for each group, determining the set time and frequency in which interventions will occur. Virtual learners will engage in synchronous small group dyslexia interventions using Google Meet and Google Classroom.

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



LEA INSIGHTS

Jacksonville North Pulaski School District (JNPSD) will ensure that GT Program Approval Standards are met for digital learners. JNPSD will provide whole group enrichment for students in grades K,1st, and 2nd. A licensed GT teacher will provide a 30 minute lesson through a live meet using google or zoom. Lessons will be the same as those provided in face to face sessions.

Identified Students in grade 3-5 will be served in a “Resource Room”. A licensed GT teacher will provide 150 minutes of direct instruction each week. The class will meet using google meets and all assignments will be documented in google classroom.

Identified students in grades 6-8, have 2 options for services. They may take a virtual seminar class or virtual accelerated courses in all four content areas. The seminar is taught by a licensed GT teacher and follows a curriculum aligned with the district GT scope and sequence. Accelerated courses are taught by licensed teachers who follow an accelerated curriculum map aligned to Arkansas Course Frameworks.

Identified students in grades 9-12, have multiple options for services. They may take virtual accelerated courses, Advanced Placement and concurrent credit courses in all four content areas. All accelerated courses are taught by licensed teachers who follow an accelerated curriculum map aligned to Arkansas Course Frameworks. Advanced Placement courses follow the College Board Curriculum Binders and concurrent courses use the materials required by UALR.

Identification will follow the same policies as face to face students. A student may be referred by a parent, teacher, other individual with knowledge of the student, or self referred. After referral, the GT facilitator will arrange for individualized testing (testing will be by appointment and may require face to face administration) and data will be reviewed by a GT placement committee. After a decision is made the student will be placed in the appropriate service option.

Jacksonville North Pulaski School District will provide whole group enrichment for students in grades K,1st, and 2nd. A licensed GT teacher will provide a 30 minute lesson through a live meet using google or zoom. Lessons will be the same as those provided in face to face sessions.

Identified Students in grade 3-5 will be served in a “Resource Room”. A licensed GT teacher will provide 150 minutes of direct instruction each week. The class will meet using google meets and all assignments will be documented in google classroom.

Identified students in grades 6-8, have 2 options for services. They may take a virtual seminar class or virtual accelerated courses in all four content areas. The seminar is taught by a licensed GT teacher and follows a curriculum aligned with the district GT scope and sequence. Accelerated courses are taught by licensed teachers who follow an accelerated curriculum map aligned to Arkansas Course Frameworks



Arkansas Course Frameworks

Identified students in grades 9-12, have multiple options for services. They may take virtual accelerated courses, Advanced Placement and concurrent credit courses in all four content areas. All accelerated courses are taught by licensed teachers who follow an accelerated curriculum map aligned to Arkansas Course Frameworks. Advanced Placement courses follow the College Board Curriculum Binders and concurrent courses use the materials required by UALR.

Identification will follow the same policies as face to face students. A student may be referred by a parent, teacher, other individual with knowledge of the student, or self referred. After referral, the GT facilitator will arrange for individualized testing (testing will be by appointment and may require face to face administration) and data will be reviewed by a GT placement committee. After a decision is made the student will be placed in the appropriate service option.

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



Elementary (K-5)

Student screening will be provided to students as required and for those who are referred for ESOL. All ELPA assessments are required to be administered onsite by the ESOL instructors. The location, date and time for these assessments will be determined and announced to the guardian of the student. Student support and intervention will be provided by the ESOL instructor on a scheduled day(s) and time through the instructors own Google Classroom. The main page on Google Classroom will show the virtual schedule along with links to each group's Google Meet. Virtual teachers will provide support as the committee determines in the student learning plan.

Students who have lower proficiency scores will still be served as our "pull out" groups. These students will be provided the same opportunity as our face to face students, and they'll be invited/expected to join our virtual synchronous sessions 2x/week in 30 minute sessions. Students who score higher on their ELPA 21, but still require some support will be considered as needing "push-in services." On campus, we would be in their classroom once a week, but for virtual we will be there as a support for the same amount of time (one synchronous 30min session per week). We plan to keep in touch with our ELs' virtual teachers a minimum of once each quarter to check in on their classroom progress; this will include documentation that gives us information on their grades, attendance, virtual participation etc.

Students who join their virtual class each week will be provided virtual lessons of our EL Achieve curriculum with supplements from BrainPop and the ESL Library when needed.

Secondary (6-12)

Jacksonville Middle School and Jacksonville High school virtual ESL scholars will be provided the following services:

"JNPSD ESL Extra Help" Google Classroom: Push-in scholars will be added to a JNPSD ESL Google Classroom. They will meet via Google Meet during a scheduled weekly time frame of 30-45 minutes for additional help or guidance in any matter. Along with this scheduled Google Meet, the ESOL specialist will have access to scholars via Go Guardian and be able to utilize the chat feature. Scholars are placed in the ELL class at JMS and JHS: Scholars who are enrolled in ELL class at either campus will have a designated Google Classroom for that period. Those scholars will be able to join in on live daily teaching via Google Meet. Any additional assistance will be provided for these scholars either through Google Meet, or GoGuardian Chat.

ELPA Screeners and Testing

Students who needed to be screened at the beginning of the year were contacted by phone and scheduled to come to a determined location to take their Screener Assessment. (These cannot be done virtually.)

Students who needed to take the ELPA 21 exam will be contacted by whatever means necessary (phone, message, email) to bring their child/children to a determined location to take their assessments. Students will be asked to come 2 days during the testing period because the test is so long. (4 parts: Reading, Writing, Listening and Speaking).

The Jacksonville North Pulaski School District will ensure that I PAC



LEA INSIGHTS

The Jacksonville North Palmetto School District will ensure that LEA requirements are met for digital learners.

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



Special Education Instructional Services and Supports

Special Education teachers will provide instruction to both remote and in person learners. Instruction will be provided simultaneously for group learning. Virtual learners will participate in group instruction through video conferencing using Google Meet. One-on-one support and individualized instruction will be provided specific to each scholar's goals in their IEP. One-on-one virtual sessions between the teacher and scholar will be scheduled a minimum of twice weekly.

Special Education teachers will record lessons and post them in their Google Classroom. Additionally, they will provide individual student assignments through Google Classroom. Digital learning platforms will be utilized to support and enhance learning as related to IEP goals.

Related services, including Speech, OT and PT, will be scheduled according to the minutes in the scholars IEP. Sessions will be held virtually via Google Meet.

Special Education Referrals

Any person with knowledge may make a referral on a virtual scholar for an evaluation for special education and related services. The meeting may be held either in person or virtually. The referral process will proceed as required by law.

Special Education Evaluations/Reevaluations

Once the committee has determined that an evaluation is needed, the parent/guardian will be contacted by the person doing the evaluation (School Psychology Specialist, Speech Therapist, Occupational Therapist, Physical Therapist, etc.) and a mutually agreed upon time will be set for the scholar to come onsite for the completion of the evaluation. The parent/guardian will be responsible for getting the scholar to the school. All conferences for Special Education will have the option to be held either in person or virtually.

State and Federal Requirements

The district will follow state and federal requirements of IDEA including Annual Reviews and Reevaluations for all virtual scholars. All timelines, paperwork and meetings will be completed as required by the law.



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.

Google Read & Write is used to provide assistive technology for all students districtwide. Read & Write has a variety of tools embedded into the Chrome browser that students use for all work; text to speech, text to picture dictionaries, voice notes, and simplify text on the internet.
Edgenuity provides instructional content videos for students.
Zearn provides interactive math lessons for students K-5.
Flocabulary provides engaging music videos on instructional content and accompanying content activities.
Edpuzzle is used to provide video based instruction and measure student engagement.
ReadWorks is used to provide ELL and digital literacy instruction.
Loom is used for teachers to provide engaging instructional content videos.

Teacher Supports

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

The Instructional Technology Coordinator will support the teachers that may arise regarding the technology. Bi-Monthly support sessions for teachers will be held at each campus to discuss instruction in the digital environment.
*Google Boot Camp - a comprehensive two-day training that walked the teachers through the every Google App
*Harry Dickens - a two day course to give the teachers an overview of online/hybrid teaching; hyperdoc, Five Es
*SWIVL Training - a half day course that gave the teachers an overview of the use of SWIVL to record and livestream the daily lessons in the classroom
*Ongoing and regularly scheduled educational Technology is and was offered to all teachers
Teachers may also access support at any time through the JNPSD E-Learning Hub: <https://sites.google.com/view/jnpsdelearning/home>



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?

Virtual instructors will have a scheduled planning time Mon. - Fri. no less than 200 minutes per week. On a weekly basis, each teacher will be provided with a full one-period prep period at a minimum of three times each week. Two prep periods will be utilized for PLC and Team Meeting to discuss grows and glows for the week, possible At-Risk scholars based on attendance and grades and any new developments that may or may not pose a challenge.

The Technology Instructional Coordinator will also support the teachers and the scholars and parents/guardians in any issues that may arise regarding the technology.

District Supports

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



(<https://drive.google.com/file/d/14rLLY6DTAIPk1ZsR-2nvtsoET4l-unUO/view?usp=sharing>) to the district equity plan may be acceptable if it meets this criteria.

Special Education: The IEP team will recommend if this instructional option is appropriate for the SPED scholar.

504: The 504 team will recommend if this instructional option is appropriate for the 504 scholar.

English Language Learner: The LPAC team will recommend if this instructional option is appropriate for the ELL scholar.

Gifted and Talented: Scholars will have the opportunity to participate in Elevate (GT), accelerated or AP course(s).

Dyslexia: Scholars will participate in scheduled, synchronous virtual interventions based on their needs. Intervention days and times will be specified for each scholar.

Food services will be provided to virtual students.

JNPSD will ensure that all scholars are equipped with the following resources to ensure success:

A chromebook

Wi-Fi hotspot for scholars who do not have internet access

SWIVL technology that will allow teachers to video lessons and embed into the google classroom for the scholars to access at any time

All scholars will have access to Google services and CMS that will allow them to see assignments and lessons

Availability of staff to address content through email and Google Meet

Staff available to conduct social/emotional check-ins during the daily advisory period (secondary) and counseling lessons (elementary)

District staff will monitor student well-being. When student needs are identified, district staff will identify the appropriate liaison to connect with to address student needs, including, but not limited to:

Homeless liaison, migrant coordinator, school counselor, school nurse, parent coordinator, ESOL Coordinator.



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.

In order to ensure that the Virtual scholars are fully aware that the virtual scholars are expected to come on-site and take the state exams, JNPSD schools will implement the following steps to communicate the importance of the testing and the dates and the times:

A signed success contract for all the Virtual scholars committing to coming on-site to take the state mandated exams

A monthly newsletter with a gentle reminder of dates for the exams that the scholars and the parents need to be aware of

A call-out phone call to gently remind the parents of the dates of the required state testing

A social media blast for a week prior to the date of testing

A calendar invite with reminders will be sent to the parents of the virtual scholars to bring their scholar to the school for the testing on specified days

If a scholar fails to show up as scheduled on the day of testing, then a follow up phone call will be made to guardians along with written notification of the violation of the contract for the Virtual Academy will be sent to the guardians

If the scholar still does not come on-site to take state exam, then a home visit

will be necessitated

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 district will monitor the implementation fidelity and effectiveness daily monitoring of attendance in live virtual learning classes. Administrators will conduct weekly online walkthroughs, observing lesson creation, postings, and attending live online learning. Administrators will give feedback to teachers to improve implementation and effectiveness.

Virtual Academy Teachers by providing structured and protected time each week for the teachers to collaborate with each other to identify students that may need additional support for success. A team of teachers will meet weekly to discuss, identify, and design interventions for At-Risk students based on their academic needs and attendance. NWEA MAP assessments will be given three times a year. Virtual Academy teachers will utilize this data to have structured data conversations using the district data protocol. The protocol is linked here: https://drive.google.com/file/d/1HWo_Ufx6eyzFS1n2NqEI9zA-gjFmyq_Q/view?usp=sharing

Administrators will participate in these data conversations and monitor intervention plan implementation.

The Technology Instructional Coordinator will also provide resources, professional development, and ongoing support for teachers to ensure effectiveness with the CMS Google Classroom and other digital learning tools. The TI coordinator will schedule meetings a minimum of once every two weeks at the elementary and secondary sites.

The district will determine the overall effectiveness of the virtual academies by reviewing data through the district leadership team meetings every quarter. Every interim period (four-five weeks), at the secondary level, a virtual monitoring committee and at the elementary level, leadership teams will analyze the grades and the attendance of the Virtual Academy to determine the success rate of the scholars. The district leadership team will assess the Virtual Academy by reviewing all available data (scholar attendance, scholar grades, teacher attendance, common formative assessments data, et al) to analyze the success of the Virtual Academy program as well the fidelity of the implementation of our protocols within the Virtual Academy.

In addition to the committee, every nine weeks an anonymous survey will be sent to the scholars, the parents, and the teachers to identify the strengths and weaknesses of the Virtual Academy. Once the strengths and weaknesses are identified through the survey, the committee will generate action plans to address any and all areas of improvement.



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)

Virtual school communications regarding student support and activities will be shared by the administration through district websites, social media platforms, and monthly digital newsletters.

The E-Learning HUB provides quick access to videos that will support family engagement of the digital learning process with informational support on Google Classroom, lesson access, HAC login, and student monitoring.

Parent orientation sessions and monthly parent technology nights will provide question/answer sessions along with training opportunities for families throughout the school year. Families needing to obtain a mobile hotspot will need to contact the school administrator for virtual.

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

https://drive.google.com/file/d/1o72jf8DTSEdohmXN9JL5MKseW_J5wYkl/view?i

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

Teacher Feedback: https://docs.google.com/spreadsheets/d/1_tjqkPGCiSBIKc7r

Policies

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

https://docs.google.com/document/d/1viVH-affY_sGPldHQoETkFnbph_fN59h4R

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

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/835608/2

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

<https://docs.google.com/document/d/1eoASe3dnRfjIDRowtSzxreLuIKIBeh3Lpnr>

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