



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Lincoln School District (7205000)

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 #: 7205000
Superintendent: Mary Spears
Email: mspears@lincoln.k12.ar.us
Phone: (479) 824-7305
Duration Requested (not to exceed five years): 3 Years
 (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
7205031 - Lincoln Elementary School	K-8, digital classes	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
7205033 - Lincoln Middle School				



Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The nature of digital learning gives LCSD students and their families some degree of control over time, pace, path, and place for learning. Student attendance in the Wolfpack Virtual Learning (WVL) for K-8 is based on daily login to a district-issued device between the hours of 6:00 AM and 10:00 PM. Special attendance consideration is given to students working at an accelerated pace. Teachers will continue to record attendance in eSchool.</p> <p>K-3 Teachers will monitor student time and pace with the Florida Virtual School/Buzz management system. District policies and practices regarding student absences apply to virtual academy students.</p> <p>4-8 Digital learning will expand on Lincoln Middle School's current "School of Innovation Designation" for personalized learning. Personalized Learning for students at Lincoln Middle School provides opportunities for students to learn at their own pace.</p> <p>Virtual AR policy: In an online environment, you assume more responsibility for keeping up with the course requirements. It is critical that you access and interact with the online content on a daily basis and participate in the interactive sessions. If you are absent from a digital learning class, you are responsible for making up the missed assignments, as explained in Expectations for Student Success. Attendance for the Virtual Arkansas Concurrent Credit campus is specialized due to preparation for post-secondary involvement. You should communicate in advance with the teacher regarding absences and making up assignments/tests, except in emergency situations. You will be expected to adhere to the specific guidelines given in each teacher's course syllabus. Advanced Placement classes do not end until the Advanced Placement exam is given. In the event of absences due to extenuating circumstances (illness, medical emergency, etc.).</p>



the supervisors of each Virtual Arkansas campus will work on a case-by-case basis with the local administration to devise a plan for the student.
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

Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



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>Lincoln Elementary is requesting this waiver. Lincoln Middle School currently has this 1240 waiver approved for 5 years.</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>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>Requested student-teacher class size ratios are as follows: K-3: 40:1 4-8: 40:1</p> <p>7-8 Virtual AR policy: Virtual Arkansas employs teachers who are certified/licensed in their subject areas and have the responsibility of teaching and grading in Virtual Arkansas courses. Teachers post their contact information, content resources, and Zoom information to help</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>students succeed. LMS.VA Facilitator: Under the guidance of the VA teacher facilitators supervisor, the LMS.VA Facilitator is responsible for printing handouts/lesson plans, maintaining a positive learning environment, collecting student work, managing ethical testing, keeping students on task, and communicating with the teacher. The facilitator has the authority to enforce school, Virtual Arkansas, and teacher policies. Students are expected to behave respectfully towards the facilitators.</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>Teaching Load Number of students: 0</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	
<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.
				<p>Lincoln Elementary teachers are 100% virtual so waiver is not needed.</p> <p>Lincoln Middle School currently has this 1240 waiver approved for 5 years.</p> <p>WVL offers a virtual option using an 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>Teaching loads by grade levels for WVL are as follows: K-3: 40:1 4-8: 40:1</p> <p>The Lincoln Middle School offers a virtual option for a variety of courses using an LMS with digital content.</p> <p>Canvas is the Learning Management Systems (LMS) used by Virtual Arkansas. Students will access course material and assessments by logging into the Power Panel and then they will click on their course and will automatically be logged into the Canvas LMS. Zoom is the interactive technology you will use to participate in the interactive live Zoom sessions. Zoom allows students and teachers to see and hear each other in real time. Interaction is much the same as in the traditional classroom.</p> <p>LMS APEX/VA Facilitator: Under the guidance of the VA teacher, facilitators supervise students at LMS. The trained facilitator is responsible for printing handouts/lesson plans, maintaining a positive learning environment, collecting student work, managing ethical testing, keeping students on task, and communicating with the teacher. The facilitator has the authority to enforce school, Virtual Arkansas, and teacher policies. Students are expected to behave respectfully towards the facilitators.</p>



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<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Virtual students at Lincoln Elementary and Lincoln Middle School 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.</p> <p>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>Clock Hours</p>	1-A.2			



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Waiver Topic

Standard for Accreditation

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Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
sors of each Virtual Arkansas campus will work on a case-by-case basis with the local administration to devise a plan for the student.

Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services.



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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)

The 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 the teacher to ensure that this takes place.

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

The goal of the WVL is to provide students and their families an equitable alternative to onsite learning. WVL offers students a robust digital learning option with the benefit of synchronous “live” instructional support coupled with aligned asynchronous courses. This allows for students and teachers to develop relationships, to address support and enrichment needs, and to provide flexibility with learning.

A certified teacher will deliver instructional support online through Zoom(K-3), and the DESE approved digital provider Florida Virtual School Global FLVS/Buzz (K-3) learning management systems (LMS). Students attending the virtual academy will, in large part, have control over their pace and location of learning management systems access.

Content for grade-level general education curriculum is developed by Florida Virtual School, a DESE approved digital provider. Rosetta Stone and Lexia Core5 to support English learners’ mastery of the English language; TeachTown is developed to best meet the learning needs of our students with individual education plans. In addition to the content lessons provided through the Buzz LMS, the teacher has the flexibility to create lessons in order to meet the needs of individual students. All units of instruction, whether purchased or locally developed, will be aligned with Arkansas’ Academic Standards.

Virtual students and their teacher will be using learning and content management systems which will require special training prior to navigating the platform (Buzz).

Students interact with the teacher as needed to complete learning tasks. Teachers and students monitor task completion and mastery of the same standards as students in onsite classrooms. Teachers provide feedback through LMS and live Zoom sessions. Results from formative and summative assessments provide data to determine the need for enrichment or Tier 2 and Tier 3 interventions.

Grades Kindergarten - 3: Students will be required to maintain pace in the curriculum and to attend weekly check-ins with the teacher in order to work on a flexible, independent schedule. Teachers will monitor student coursework, provide feedback, and offer reteaching opportunities.

Each week, teachers will notify students and parents when a student fails to complete work or the quality of work submitted falls below grade level standards. Teachers will monitor student coursework and provide feedback and reteaching. Students who consistently fail to complete work may result in a recommendation to return to onsite instruction.

Lincoln Middle School’s WVL has 3 partners to best serve our students. In grades 4 and 5 students will engage with Florida Virtual. In 6th grade students will use APEX learning. Grades 7 and 8 have the choice between Virtual Arkansas and APEX.



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

7th and 8th grade student attendance in Lincoln Middle School is based on daily login to a district-issued device between the hours of 6:00 AM and 10:00 PM. Special attendance consideration is given to students working at an accelerated pace. Students whose grade falls below a 60% will be required to attend all Zoom sessions.

From our LCSD handbook: Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District’s truancy policy.

Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

An on campus facilitator will monitor student coursework, provide feedback and offer reteaching opportunities. As well as notify families if the student's grade falls into the D or F range. If a student falls into that grade range, they will be required to attend virtual Zoom intervention sessions and may be asked to come on site until their grades rise to a C or above.



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.



K-3 WVL will partner with the DESE approved virtual provider Florida Virtual School/Buzz LMS to provide a fully online learning experience for its students.

Students working during asynchronous learning times have control over the pace, place, and time they are completing assignments.

WVL teachers will work onsite to provide students both synchronous and asynchronous learning opportunities. Scheduled Zoom sessions allow for synchronous learning. Students will engage in asynchronous digital coursework through Florida Virtual/Buzz and Zoom (K-3).

4-8 WVL will partner with DESE approved virtual providers, Florida Virtual/BUZZ, APEX Learning, and Virtual Arkansas.

Florida Virtual/BUZZ LMS to provide a fully online learning experience for its students. Students working during asynchronous learning times have control over the pace, place and time they are completing assignments. The district will purchase seats through Florida Virtual School for virtual students K-8. The digital coursework provides core content and elective course offerings. Florida Virtual School will provide training to WVL teachers on the learning management system as well as strategies for being an effective virtual teacher. The curriculum itself, along with additional district provided teacher resources, supports teachers in preparing lessons, assignments, and assessments. The WVL Director will provide summer workshops for virtual teachers to align digital curriculum with the scope & sequence of onsite curriculum.

APEX Learning is digital courses that flex to meet multiple learning models. These courses are standards aligned, interactive, and highly engaging with prescriptive modes.

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

Students in grades 6-8 are able to participate in a hybrid model by coming onto campus to participate in band, choir, or athletics as applicable.



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.

Lincoln Consolidated School District will hire teachers, fully licensed in the state of Arkansas, to deliver instruction for its virtual students.

The Lincoln Elementary WVL teacher will be dedicated to virtual learning only (K-3).

The music teacher (K-5) will provide asynchronous lessons and serve in a dual role, but not simultaneously. The teacher will have a designated time to plan and push out lessons to virtual students. They will not be teaching virtual students and onsite students at the same time.

Lincoln Middle School's WVL teachers will be in a dual role, teaching both online and on-site learners but not simultaneously. The teachers will have designated class periods built into their schedules for both virtual and onsite students.

Lincoln Middle School will offer Virtual Arkansas as an option of instruction for 7th and 8th graders. Virtual Arkansas provides a fully certified Arkansas teacher of record while LMS provides the facilitator.

Lincoln Middle School will provide an onsite facilitator and registrar. We will also partner with the paraprofessional at our high school to support our VA facilitator.

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

LMS VA Facilitator: Under the guidance of the VA teacher, facilitators supervise virtual and on-site students at LMS. The trained facilitator is responsible for printing handouts/lesson plans, maintaining a positive learning environment, collecting student work, managing ethical testing, keeping students on task, and communicating with the teacher. The facilitator has the authority to enforce school, Virtual Arkansas, and teacher policies. Students are expected to behave respectfully towards the facilitators.



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

The teacher's role (K-3) is to support students' online learning experience. This includes monitoring student progress, attendance, and engagement. The teacher will make recommendations for additional services, including, but not limited to, counseling, and additional synchronous times to meet students' individual needs.

The teacher (K-3) will hold designated office hours to ensure the needs of each student are met. Office hours will be used for parent and student questions, remediation, technology support etc.

Students and parents will be notified when a K-3 student is not completing coursework or is submitting coursework that is not considered on grade level. These students will attend virtual office hours for intervention, remediation, and supplemental learning opportunities until adequate progress is made. WWL Teacher will analyze student data to determine content, frequency and length of office hour sessions.

In addition to instructional interaction, teachers will communicate with students at least weekly to identify barriers to student success including physical and social-emotional well-being. Counseling support will be provided as necessary.

For students utilizing Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.

In grades 4-8, students must participate in asynchronous learning. However, they may choose to participate in synchronous instructional sessions. Also optional for students are individual student support sessions, offered virtually for four (4) hours per week. In Grades 7-8 teachers provide optional synchronous instruction a minimum of two times each week with additional optional opportunities for individual student support offered virtually during the school day.

Students and parents will be notified when a student in grades 4-8 earns grades in the D or F range in any course. These students will be required to join synchronous small-group sessions for intervention, remediation, and supplemental learning opportunities for a minimum of one week or until their grades rise to a C or above. Teachers will analyze student data to determine content, frequency and length of small group sessions. In addition to instructional interaction, teachers will communicate with students at least weekly to identify barriers to student success including physical and social-emotional well-being.



K-8 WVL will have an online counseling form that virtual students can complete. This form notifies the counselor if a student would like to speak to them. The District will provide equitable student services to both onsite and virtual students to provide wrap around support when needed.

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?



LEA INSIGHTS

The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks, chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot, if necessary, to eliminate barriers for families without access to Wi-Fi or who are experiencing unstable Wi-Fi connectivity.

The district will provide time weekly for teachers to work collaboratively in grade-level, and content-area professional learning communities (PLC). PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions and/or enrichment based on results.

Building Level instructional coaches/ Opportunity Culture Multi classroom Leaders will support teachers by providing ongoing, job-embedded professional development and facilitating student-centered coaching cycles. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.

The district will determine the effectiveness of these supports by observing and/or participating in PLC meetings; analyzing student achievement data; and providing and collecting specific, meaningful feedback to and from teachers following classroom observations.

The district will determine the effectiveness of student supports by analyzing various data sets including, but not limited to students' attendance, levels of engagement, and mastery of essential standards, as well as results from teacher, student, and family surveys.

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.

The purchase of Florida Virtual School Curriculum/APEX Learning, Virtual Arkansas is one of the most important supports that allows a teacher to exceed class size requirements. The curriculum itself, along with additional teacher resources, greatly reduces the workload in preparing lessons, assignments, and assessments.

These building leaders facilitate professional learning activities related to teachers' specific job responsibilities in the virtual setting. A minimum of 200 minutes per week will be provided for teachers to plan differentiated instruction, this also aligns with onsite teacher requirements. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve. Teachers will provide Tier 2 and Tier 3 interventions to meet students' individual needs. Teachers or students may



LEA INSIGHTS

interventions to meet students' individual needs. Teachers or students may choose digital services provided through the content management system, synchronous intervention services, or face-to-face services.

Student support staff (ESL, GT, Sped, Interventionists) will be available to support teachers and students. District instructional coaches will support teachers by providing ongoing, job embedded professional development and facilitating student-centered coaching cycles. Professional development will be focused on learning and refining current best practices for instructing students in the online learning environment.

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 district will support teachers with their teaching load by placing a cap on the number of students enrolled in each class.

K-3: 40:1 and 4-8: 40:1

K-3 teachers will implement Florida Virtual School/Buzz LMS that includes digital units of instruction, as well as teacher resources to enhance online learning. LMS training will be provided by the Florida Virtual School prior to using the platform. The purchase of Florida Virtual School Curriculum is one of the most important supports that allows a teacher to exceed teaching load requirements. The curriculum itself, along with additional teacher resources greatly reduces the workload in preparing lessons, assignments, and assessments.

K-3 student performance data will be monitored weekly by the teacher, with frequent updates sent home to families.

Florida Virtual School offers a dashboard feature for families to monitor individual student progress at any time. Families and students will be trained in the use of the dashboard feature at the beginning of the school year orientation and as needed throughout the year.

Stakeholder feedback will be collected two times each year, through teacher, student, and parent surveys. The data collected will be used in the WVL PLC process to further explore areas of growth within the program.

Informal check-in meetings will be conducted with teachers and support staff who work with our special populations (SPED/ESOL/GT). The Lincoln Elementary principal and district leaders will monitor these special population programs and will facilitate the meetings.

The district will monitor the effectiveness of supports by observing the PLC process, analyzing assessment results (iReady and Aspire Testing), and survey data.

Lincoln Middle School offers a virtual option for a variety of courses using an LMS with digital content. This provides for some degree of self-paced or flexible access, allowing for increased class size and teaching load maximums.

The programs from Florida Virtual/Virtual Arkansas/APEX Learning minimizes the load/responsibility of instruction on LMS classroom teachers by allowing face to face teachers to focus on those virtual students.

4-8 teachers will implement Florida Virtual School/Buzz LMS and APEX Learning that includes digital units of instruction, as well as teacher resources to enhance online learning. LMS training will be provided by the Florida Virtual School and APEX Learning prior to using their platforms. The purchase of Florida Virtual School Curriculum and APEX Learning is one of the most important supports that allows a teacher to exceed teaching load requirements. The curriculum itself along with additional teacher resources greatly reduces the workload in



LEA INSIGHTS

...ally, along with additional teacher resources greatly reduces the workload in preparing lessons, assignments, and assessments. Grade-level literacy and math coaches, in addition to technology coaches will be available to provide teachers with support as needed. Ongoing, job embedded professional development will be provided as needed, including support from Northwest Arkansas Educational Service Cooperative (NWAESC) content specialists.

Student performance data will be monitored weekly by all teachers, with frequent updates sent home to families. Students and parents have access to Home Access Center (HAC) to monitor grades in real time. Florida Virtual School also offers a dashboard feature for families to monitor individual student progress at any time. Families and students will be trained in the use of the dashboard feature at the beginning of the school year orientation and as needed throughout the year.

In 7th-8th grades Virtual Arkansas partners with Lincoln Middle School to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Technology / Platforms



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

Lincoln Elementary WVL (K-3) will use Buzz (FLVS) and Google Classroom as learning management systems for all virtual learning students in grades K-3 and Zoom for point in time meetings. Utilizing the Buzz (FLVS) curriculum provides consistency and clarity for all students and families in the virtual academy.

Lincoln Middle School WVL students' choosing Virtual Arkansas courses will use the Canvas Learning Management System (LMS) for 7th- 8th grade students. WVL students' choosing Florida Virtual and APEX Learning will use BUZZ (FLVS) and Google classroom as learning management systems for their virtual students in grades 4-8.

Teachers will enter grades into eSchool. Families and students will have access to their grades through the Home Access center.

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

WVL will use the Florida Virtual School (FLVS) curriculum as the primary learning management system for students in Grades K-3.

In order to fully support all students in the virtual academy, other content management systems may be implemented as Tier 1 instruction, as well as Tier 2 and Tier 3 interventions.

TeachTown may serve as the primary curriculum resource in self-contained learning environments (SLE), or to provide interventions for students with specific IEP goals in need of additional support.

Lexia Core5 and iReady may be used as a Tier 2 or Tier 3 intervention to supplement core content in reading and math.

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

WVL will use the Florida Virtual School (FLVS) curriculum as the primary learning management system for students in Grades 4 and 5. 6-8 graders have the option of using Florida Virtual.

EL Achieve is a core content, systematic, research-based English Language Development Curriculum, and will be used with ESOL students to support second language acquisition needs.

Apex Learning Courses are standards-aligned, interactive, and highly engaging, supporting original credit and accelerating credit recovery with prescriptive modes.



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.

Zoom is used to facilitate live communication between two or more participants. All district-issued devices have web cameras for video communication. Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device.

The teacher (K-8) will use Zoom during office hours to foster a deeper level of connection and communication for/with virtual students in a smaller setting.

The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week.

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

The Lincoln School district will provide students with a district-issued Chromebook and charger. Families with little or no connectivity will be provided a mobile hotspot.

Students and families may contact the District Technology Department during regular school hours or submit a help desk ticket at any time for technological assistance.

Drive-up WiFi is available in every school parking lot in the District and at the Morrow Country Store. Students may also access free WiFi at Lincoln Public Library. Use of all district devices is monitored and Securely filters are in place to meet the provisions outlined in the Children’s Information Protection Act.

In order to ensure that students are using devices at appropriate times, student devices are shut off from 10PM-6AM for all students in grades K-8.

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

To make certain families are prepared for learning from home, WWL will require that every virtual student and parent or guardian participate in an orientation prior to the first day of instruction.

During the orientation, virtual students and their parents/guardians will receive an overview of WWL expectations, training on how to navigate the learning management systems and strategies for successful online learning. WWL staff will distribute the school calendar, the student/parent contract, and the technology agreement form.

Throughout the first weeks of school, the WWL teacher will continue to train students during office hours on how to navigate the learning management systems. If additional support is needed the principal will provide opportunities for families to come onsite for in-person help.

Students and parents will be asked to complete a survey to inform the WWL teacher of individual needs and possible support areas, including factors influencing access to food, social and emotional well-being, and academic success. These surveys will also provide an opportunity for sharing important information with staff, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.

WWL teachers will monitor students' wellness and safety through student-teacher interactions, both digitally and live. These interactions may include submission of assignments through learning management systems and video conferencing. Email, texts, and phone conversations also provide a communication avenue for students and their families to reach out to the virtual, building, and district-level staff.

WWL teachers document and monitor student attendance and engagement levels. Teachers, along with administrators, contact families when students do not log on or submit assignments over a minimum of three consecutive days.

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 or families may elect to homeschool.

Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Lincoln Middle School for all LCSD students every day that school is in session. On Fridays, weekend snack packs are also available for LCSD students who qualify.

Ozark Guidance Center provides school-based therapists to LCSD students through a referral process initiated by the family or the school. Sessions with digital learners are

typically conducted using telehealth services made available through the



LEA INSIGHTS

Typically conducted using telehealth services made available through the service provider. However, families may request face-to-face services.

Washington Regional Community Clinic employs a nurse practitioner (APRN) who provides acute care (non-emergency illnesses), chronic disease management, sports physicals, child wellness checks, and immunizations for students, families, staff, and community members.

Bright Futures Lincoln is a non-profit organization dedicated to meeting the basic needs of our students. Food, clothing, school supplies, and support for accessing community resources is available by contacting the coordinator online, by phone, or in person.

Lincoln Middle School WVL will have a fully implemented mentoring program that will be used weekly to ensure the emotional, physical, and educational well being of all students are being met. Mentor teachers are assigned to each of our students, these mentors act as customer care agents throughout the duration of the school year.

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

Families may request assistance for these basic needs by contacting the LCSD Child & Family Advocate at 479-824-3710



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

Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records of the virtual classroom teachers.

WVL teachers will share academic progress reports to keep students and families abreast of student mastery of grade level skills and standards. If students do not show progress/completion in weekly assignments, or if overall grade level progress is not being maintained, LCSD staff will follow the protocols for disengaged learners . In addition, teachers will provide interventions for these students. Interventions could include, but are not limited to: reteaching of a lesson, small group sessions, and one to one virtual sessions.

If interventions are not successful, an academic meeting will be required with the student, parent, WVL teacher, and principal. Students may be required to attend daily digital or onsite check-in meetings with the teacher for more frequent individual or small group support. As a last resort, students may be asked to return to onsite learning.

Lincoln Middle School has access to the Virtual Arkansas SIS and the CANVAS LMS to monitor students in real time. Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact administrators if the initial intervention is not successful.

LMS facilitators will provide daily monitoring of all students, both virtual and in person. She has created an incredibly efficient process that enables her to monitor all students' academic process and constantly provide updates for all of our students. This constant communication allows her to easily and readily identify students who are not engaged.



plan for remote (virtual) students, including additional supports and personnel.

If a student does not make daily academic progress or is not engaging consistently, the WVL teacher will intervene. These interventions may include, but are not limited to:
academic coaching, providing small group or one-on-one virtual instruction, reteaching the skill or standard, and/or a phone call to parents.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in in-person or virtual meetings with the teacher and parent to monitor progress, remediation sessions to ensure success on assignments, and increased time spent on coursework.

Additionally, interventions may include weekly check-in meetings with the WVL teacher, parent and student meetings with campus administration, or a transition to onsite instruction.

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

Support personnel include, but are not limited to the following:

- Gifted and Talented coordinator
- Special Education Director
- Speech Therapist
- ESOL Director
- School Counselors
- Lincoln Bright Futures Director
- ESOL Interpreter
- LCSD Child & Family Advocate
- Northwest Arkansas Educational Service Cooperative Specialists

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

LMS will provide personalized educational plans for all students, both virtual and in person. We use a combination of data to create, implement, and monitor the intervention plan that will be provided for all students.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory in-person or virtual meetings with the teacher and parent to monitor progress, remediation



LEA INSIGHTS

meetings with the teacher and parent to monitor progress, remediation sessions to ensure success on assignments, and increased time spent on coursework. Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to onsite instruction.

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



LEA INSIGHTS

To support student learning, LCSD uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students we serve.

Additional data points are analyzed including attendance, discipline, mobility, etc. The WV, depending on analysis of data, uses the school level leadership team at each building site to monitor and support students showing limited improvement throughout the multiple data points.

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 . Based on individual need, in extreme circumstances, digital administration of the K-2 screeners could be employed. Students must come onsite for the state-mandated iReady assessments.

Students in grade 3 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas. Additionally, the initial screening assessment criteria, as mentioned above for K-2, will be used when needed to identify student deficit areas in grades 3-8. Based on individual need, in extreme circumstances, digital administration of the assessments could be employed.

Students in 3rd grade will complete ACT Aspire Interim and MAPS assessments three times per year. Assessments will include reading, math and science content areas, the English assessment is administered at the discretion of the building principal. Teachers and students will conference over the formative assessment results in order to celebrate success areas and set goals for growth.

Formative assessments may be PLC developed or included in content management systems. Teachers will analyze results from common formative assessments (CFA) to monitor students' mastery of grade level content standards and determine instructional next steps.

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

Lincoln Middle School will use NWEA testing as our formative assessments. The data from these assessments will then be used to create interventions to cover any and all learning loss. Students in 4th -8th grade will complete NWEA Interim



LEA INSIGHTS

any and all learning loss. Students in 1st-5th grade will complete WFL interim assessments onsite three times per year. Assessments will include english, reading, math and science content areas. Teachers and students will conference over the formative assessment results in order to celebrate success areas and set goals for growth.

WVL staff will monitor student progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

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



LEA INSIGHTS

The district will ensure all requirements of the dyslexia laws are met for on-site and virtual students.

Teachers in Grades K-3 will administer state-required screeners to digital learning students onsite, if at all possible, to identify students who may demonstrate characteristics of dyslexia (COD). The principal will administer Level I and II screeners as needed.

The WVL staff will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor.

LCSD uses Phonics First and Structures (Level 1 both) to support students with COD.

LCSD will provide, in house, teacher-led dyslexia interventions weekly for each student that qualifies for services through our dyslexia interventionist. Virtual student interventions may be provided through a Zoom format or a scheduled on-site session based on individual student needs.

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

LMS will provide, in house, teacher-led dyslexia interventions weekly for each student that qualifies for services through our dyslexia interventionist. Virtual student interventions may be provided through a Zoom format or a scheduled on-site session based on individual student needs.

The following Level I screeners are administered to students who experience reading difficulty in Grades 4 - 8:

Phonological Awareness Screening Test (PAST) DIBELS 8th Edition
Rasinski & Padak Three-Minute Reading Assessments

For older students in Grades 7 and above, using standardized assessments, such as NWEA and ACT Aspire, allows a comparison of the student's performance on the individual components to other students of the same age and grade.

Level II dyslexia screeners are norm-referenced, diagnostic assessments designed to measure the underlying cause, characteristics, and outcomes administered to identify the characteristics of dyslexia. The district dyslexia coordinator administers the level II screeners.

Interventionists are available to meet with parents/guardians via Zoom, Google Meet, or onsite during regular school hours to review screening and progress monitoring results. Letters may also be used to provide parents/guardians information regarding screening and progress monitoring results. Phone calls and text messages provide a quick and easy form of communication between



LEA INSIGHTS

and text messages provide a quick and easy form of communication between parents and interventionists.

Reading interventionists will provide dyslexia intervention for both onsite and virtual students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor. LMS uses Phonics First and Structures (Level 1 both) as its primary curriculum resource to support students with COD. Digital learning students will be able to choose either virtual or onsite intervention sessions.

Zoom and Google Meet are the video communication tools interventionists will use to deliver live sessions to those who choose virtual services. These virtual sessions are conducted in conjunction with onsite sessions to ensure program guidelines for engagement, group size, and length and frequency of sessions are consistently implemented. Zoom provides simple user management and single sign-on that makes video communication a seamless component of the virtual learning experience. Session recording allows students to replay sessions for reinforcing knowledge and skills learned during intervention sessions. Camera features enable interventionists to see students' written work clearly in order to monitor performance and determine instructional next steps to support handwriting and spelling. Audio features allow interventionists to accurately monitor students' reading fluency and accuracy of articulation. Google Classroom enables interventionists to set up multiple classes, create classwork, and efficiently manage and assess students' progress while providing another communication connection with and among digital learners.



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

The district will ensure all requirements from the Gifted and Talented Program Approval Standards will be met for on-site and virtual students.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.

GT staff will provide professional development to the WVJ teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT students, etc. The GT Specialist from the Northwest Arkansas Education Service Cooperative (NWAESC) will support by providing professional development as needed.

LCSJ will monitor the Gifted and Talented services throughout the school year. At the beginning of the school year, GT coordinator will communicate with all WVJ teachers about specific GT students and what supports and services we will provide.

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

LMS will monitor the Gifted and Talented services throughout the school year. At the beginning of the school year, LCSJ GT coordinator will communicate with all VA teachers about specific GT students and what supports and services we will provide.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.

The platforms provided to our students allows for an accelerated pace of GT students.



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

The district will ensure that all requirements of the District English Learner plan are met for on-site and virtual students, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

LCSD will monitor our ESOL/ESL students through our mentoring program and our ESL coordinator. The ESL coordinator will communicate with all WWL teachers to give accommodations and provide support where needed. We will provide each ESOL/ESL student with weekly meetings with a mentor teacher and the ESL coordinator.

Virtual Arkansas provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

LMS will monitor our ESOL/ESL students through our mentoring program and our ESL coordinator. The ESL coordinator will communicate with all VA teachers to give accommodations and provide support where needed. We will provide each ESOL/ESL student with weekly meetings with a Lincoln Middle School mentor teacher and the ESL coordinator.

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



Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teachers.

The special education teacher will be available to assist general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The special education teacher will provide direct instruction to digital learning students according to the student's IEP.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once each year for the IEP meeting. Referral and Initial Placement conferences will be conducted on-site.

Student evaluations will be conducted on-site due to validity requirements.

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.

LCSD Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.

LCSD will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. WVL courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

LCSD will provide all students that qualify for Special Education services, the one-to-one mentoring program that we offer. Their mentor teacher and special education teacher will meet with them weekly. The WVL teacher will also be provided the accommodations for each student and be able to assist parents as needed.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. LMS will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.



LEA INSIGHTS

LMS will provide all students that qualify for Special Education services, the one-to-one mentoring program that we offer. Their mentor teacher and special education teacher will meet with them weekly. The VA facilitator will also be provided the accommodations for each student and be able to assist the VA teachers.

The special education teacher will provide direct instruction to digital learning students according to the student's IEP. TeachTown may serve as the primary curriculum resource in self-contained learning environments (SLE), or to provide interventions for students with specific IEP goals in need of additional support.

Related service providers, such as speech, physical, and occupational therapists, will facilitate virtual services for students with an IEP through telehealth therapy if students are unable to receive these services onsite.

Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.



LEA INSIGHTS

Frequently used digital accommodations will be shared with WVL teachers, as well as all onsite teachers. Student services committees may determine additional accommodations based on individual student needs. These accommodations will be reflected on students' IEP, 504 Plan, or LPAC

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

We have a fully implemented online digital program accommodation checklist that we have used with success. Our goal is to closely mirror Virtual Arkansas with all accommodation information that will be needed. Teachers will be provided all information, this information will then be shared with all partners to fully ensure that no accommodations are missed. The communication efforts that we have established further assist in the gathering and distribution of this vital information.

The district will purchase seats through Florida Virtual School for virtual students K-8. The digital coursework provides core content and elective course offerings. Florida Virtual School will provide training to LMS teachers on the learning management system as well as strategies for being an effective virtual teacher. The curriculum itself, along with additional district provided teacher resources, supports teachers in preparing lessons, assignments, and assessments.

Teacher Supports



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

The district will purchase seats through Florida Virtual School for virtual students K-8. The digital coursework provides core content and elective course offerings. Florida Virtual School will provide training to WV teachers on the learning management system as well as strategies for being an effective virtual teacher. The curriculum itself, along with additional district provided teacher resources, supports teachers in preparing lessons, assignments, and assessments.

LCSD will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. The

Northwest Arkansas Education Service Cooperative (NWAESC) will assist with technology tools/instructional practices as needed.

Virtual teachers will receive additional instructional support through professional learning community (PLC) meetings during the school year. The PLC will be led by the principal.

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



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?

All virtual teachers will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. Planning time will be used to review data, content, assessments, and monitor student progress. Additional release time will be provided as needed to support curriculum, accommodations, technology tools, instructional practices, etc.

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

The virtual school learning management system will include digital content to reduce the need for teacher-created lessons. However, teachers will have flexibility to insert lessons into the learning management system to help further meet the needs of the students.

The district will continue to partner with the Northwest Arkansas Education Service Cooperative (NWAESC) to provide additional support to WWL teachers for digital learning.

Virtual teachers will attend weekly PLC meetings to review student data, collaborate on student engagement strategies and ways to support student progress.

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, WVL provides every student, regardless of living situations, with a Chromebook and charger. If necessary, a mobile hotspot to access the internet (Mobile Hotspot Agreement). If families elect to participate, low cost insurance for Chromebooks is available through the school district.

Bright Futures Lincoln provides basic needs such as clothing, food, and school supplies to remove barriers to student learning.

The Director Learning Services serves as the equity coordinator for the district and 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.

LCSD will ensure equitable access to all virtual students by providing a computer, confirmation that the students have internet access, and constant communication with their mentor teacher. LCSD is a one-to-one school, we can provide all resources needed to ensure our students have a very equitable educational experience.

LES Parent Info Sheet 21-22

LMS Parent Info Sheet 21-22

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.



LEA INSIGHTS

Summative ACT/ACT Aspire, ELPA, ACT Aspire Interim, and NWEA MAP, and iReady (K-2) assessments as well as K-2 screeners are administered onsite for digital learning students.

Parents will be notified of onsite testing requirements during student enrollment and registration.

Students will test onsite as per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the WV teachers. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the Assessments.

Virtual Arkansas requires trained proctors for major assessments. Lincoln Middle School plans for students to take proctored assessments on campus.

Local Assessments include:

Summative ACT/ACT Aspire, ELPA, ACT Aspire Interim, and NWEA MAP assessments administered onsite for digital learning students.

Student/family refusal to test on site may result in denied enrollment in VA courses.

Students will test onsite as per DESE guidelines. The LMS testing coordinator will plan/schedule these assessments and accommodations based on individual needs. Virtual students will test as a cohort and may test at the same time as onsite students.

Device updates for virtual students are pushed out via Chrome management and devices will update when powered off and on again, as long as they are connected to the internet (whether at home or at school). This ensures that student devices are ready for onsite testing.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of



LEA INSIGHTS

implementation as described within this application.

The effectiveness of the WV will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ELPA 21, ACT Aspire, MAP, iReady, and Lexia Core5.

Administrators, teachers and counselors will identify students not making adequate progress to determine instructional next steps, and to monitor students' progress toward meeting grade level requirements.

Parent, student, and teacher surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within WV and, what needs improvement, etc. Focus groups and/or advisory committees will be formed and will contribute additional data to evaluate effectiveness.

Administrators will also use data and feedback collected from teacher meetings and PLCs to monitor program implementation levels.

Building and district administrators will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs and Science of Reading monitoring requirements.

Building administrators and WV teachers will work collaboratively to improve student outcomes across the district.

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

Lincoln Middle will partner closely with the Virtual Arkansas facilitators and teachers to continuously monitor the effectiveness of our digital option. Our mentoring piece that has been fully implemented will be successfully used to further our efforts to evaluate the effectiveness of our digital options.

LMS has a WV director and facilitator that will work together to ensure effectiveness.



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 Lincoln Digital Learning Plan. Throughout the 2020-2021 school year and summer parents and students have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.

Teachers will facilitate an orientation for WVL students and families to provide the following:

- An overview of WVL expectations
- Training on how to navigate the learning management system (Buzz)
- Training on the content management systems, if applicable (TeachTown)
- Strategies on how to be successful with online learning

WVL staff will publish memos, via email and the LCSD website, with important information and updates for students. All correspondence to families will be communicated in English and Spanish.

Parents have access to the Home Access Center, parent portal of the Buzz Learning Management System, and they receive notifications from and Google Classroom to monitor their student's progress. Teachers 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 WVL teacher for individual assistance with digital learning tools, academics, or student support services.

In addition, Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (linked here)
https://www.virtualarkansas.org/293342_2

LCSD will continuously engage families to meet the needs of each student individually to support "Personalized Learning" for students. LCSD's WVL has designed opportunities for students to learn at their own pace. By adding the digital component students and their families will be given some degree of control over time, pace, path, and place for learning.

Ready for Learning - LCSD - Plan -original plan 2020-2021 and 2021-22 updates:
<https://sites.google.com/lincoln.k12.ar.us/rfl/plan?authuser=0>

13. LCSD Parent & Family Engagement Plan 21-22:

<https://drive.google.com/drive/folders/19YfImtuf9lIfOwl7HlJa10cVPtOM?Hm7e>



LEA INSIGHTS

https://drive.google.com/drive/folders/1sRm1m3jGvWz1K1u0cT12m11c
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LES School Parent & Family Engagement Plan 21-22:
[https://www.indistar.org/app/Forms/Answers.aspx?
 AnswerFormID=313769&AccessLevelInstanceID=1711×tamp=20218311256
 36506](https://www.indistar.org/app/Forms/Answers.aspx?AnswerFormID=313769&AccessLevelInstanceID=1711×tamp=2021831125636506)

LMS School Parent & Family Engagement Plan 21-22:
[https://www.indistar.org/app/Forms/Answers.aspx?
 AnswerFormID=313773&AccessLevelInstanceID=1715×tamp=20218311259
 03421](https://www.indistar.org/app/Forms/Answers.aspx?AnswerFormID=313773&AccessLevelInstanceID=1715×tamp=2021831125903421)

Family and community feedback was a key component in the development of the LCSD Digital Learning Plan. Throughout the 2020-2021 school year and summer parents and students have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process.

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

<https://tinyurl.com/8xjzmu> Board agenda

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

<https://tinyurl.com/yn3b2ks>

Policies

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

<https://tinyurl.com/yn3b2ks>



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

<https://tinyurl.com/yn3b2ks>

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

<https://tinyurl.com/yn3b2ks>

[^ Back to Top](#)