# Act 1240 District Waiver Request

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| **District:** | **Watson Chapel School District** |
| **LEA Number:** | **3509000** |
| **Superintendent:** | **Dr. Jerry Guess** |
| **Email:** | **jguess@wcmail.k12.ar.us** |
| **Contact for Waiver:** | **Kristy Sanders** |
| **Contact Email:** | **ksanders@wcmail.k12.ar.us** |
| **Contact Phone:** | **870-879-4420** |
| **Date Received by DESE:** | |

| Schools | Grades/ Courses | Interaction | Delivery | Platforms |
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| **Edgewood (K-1) and L.L. Owen Elementary (2-3) Schools** | **K-3** | ☐ Asynchronous <br> ☐ Synchronous <br> ☐ **Asynchronous & Synchronous** | ☐ **Virtual (online)** <br> ☐ Blended (hybrid) | ☐ **LMS Edgenuity** <br> ☐ CMS |
| **Coleman Intermediate School** | **4-6** | ☐ Asynchronous <br> ☐ Synchronous <br> ☐ **Asynchronous & Synchronous** | ☐ **Virtual (online)** <br> ☐ Blended (hybrid) | ☐ **LMS Edgenuity** <br> ☐ CMS |

| Watson Chapel Junior High (7-9) and Watson Chapel High School (10-12) | 7-12 | ☐ Asynchronous<br>☐ Synchronous<br>☐ **Asynchronous & Synchronous** | ☐ **Virtual (online)**<br>☐ Blended (hybrid) | ☐ **LMS Canvas**<br>☐ CMS |
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|  | 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. |
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| **Attendance** |  | o | 6-18-213(a)(2) | Delivery of digital learning provides students and families some degree of control over time, pace, path, and place for learning. The district waiver will be utilized to support the flexibility provided in an online learning environment.<br>**K-6**<br>In order to monitor student attendance in the Watson Chapel K-6 Virtual Academy, the following strategies will be utilized. Daily login to the learning management system between the hours of 12:00 a.m. and 12:00 p.m. and attendance in synchronous sessions. Special attendance consideration will be considered for students working at an accelerated pace. Virtual Teachers will provide daily reports to the District Connection Coach for school data entry in eSchool. Virtual Teachers will monitor student time and pace with the Edgenuity learning management system and Genius attendance and progress software.<br>**7-12**<br>District policies and practices regarding student absences apply to virtual students. Student attendance is based on daily login to a district-issued or personal device and filling out an assigned, internal attendance form. Teachers will monitor attendance form completion and assignment completion and pace.<br>Chronic absenteeism may result in a recommendation to return to onsite instruction or a referral to the juvenile court for additional services. Adjustments may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the Virtual Campus Coordinator |

| | | | | will work with the District Connection Coach to create a personalized student success plan. |
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| **Class Size**<br>**Number of students:** | **1-A.5** | **DESE Rules Governing Class Size and Teaching Load** | **6-17-812(a)(2)** | **K-12**<br>We are not requesting additional waivers for class size.  The Virtual Teacher provides virtual instruction to only students who are remote.<br><br>In K-6, we will not need the waiver, as class sizes will be equal or less than what is allowed in face-to-face instruction.<br><br>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: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf* , and teaching load would not apply as per *DESE Rules Governing Class Size and Teaching Load: http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf* |
| **Teaching Load**<br>**Number of students:**<br>**Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.** | **1-A.5** | **DESE Rules Governing Class Size and Teaching Load** | **6-17-812** | **K-12**<br>We are not requesting additional waivers for the teaching load.<br>Virtual Teachers provide 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: https://dese.ade.arkansas.gov/Files/20210122095035_FINAL_Distance_and_Digital_Learning_Rules.pdf*, and teaching load would not apply as per *DESE Rules Governing Class Size and Teaching Load* http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf |
| **Six Hour Instructional Day (Waiver applies to virtual/remote students only)** | **1-A.4.2** | | **6-16-102;**<br>**6-16-126** | **K-12**<br>We are requesting the waiver.  Research shows students in grades K-6 benefit from a shortened instructional day when learning virtually.  The daily schedules for students will include 6 hours of learning; however, it may not take them the entire allotted time to successfully engage with the learning. |

| Clock Hours | 1-A.2 | | | **7-12**<br>We are requesting this waiver. Students in grades 7-12 may not need 120 clock hours to master course content since they will have the flexibility of time, place, pathway, and pace. |
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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)** | We are requesting a waiver. We will work with parents to schedule recess daily, provide ideas and resources for recess time, and have parents sign off to assure they will facilitate recess. We strongly feel that daily physical activity is important to child development and mental health. |

# Application Information

Write your plan in the space provided (middle). On the left is the application prompt, on the right is the page in the digital learning guidebook that provides information about this prompt.

| **Interaction / Delivery** | |
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| **What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.** | **K-6**<br>The Watson Chapel School District will participate in the Arkansas River Education Service Cooperative (ARESC) K-6 Virtual Academy Consortium to power our virtual option. Arkansas River Education Service Cooperative will hire the Virtual Staff and the District will utilize existing staff to provide any support or resources that move beyond those performed by a regular virtual classroom teacher. The District will identify a staff member to work as the *Connection Coach:* https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing that will serve as the liaison for virtual families, ARESC, and the District. The District will work hand-in-hand with ARESC to serve the needs of every virtual student.<br><br>A combination of high-yield asynchronous and synchronous methods will be utilized for *Virtual Teachers:* *https://docs.google.com/document/d/1IpvdA-KJQzyuVlJk4B_7QIe9Rp7kt-oB96kJusr8hvM/edit?usp=sharing* and students to interact with digital content. In addition to digital content and resources, students will be provided with lesson-specific instructional materials (paper workbooks, books, kits, and |

manipulatives to be used in the home during asynchronous and synchronous learning.

Asynchronous methods will be accessible 24 hours a day, seven days a week, and will include engaging, direct-instruction videos with rigorous assignments, performance tasks, and assessments to keep students engaged as they learn. The courses will feature self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide additional resources and support. Virtual Teachers will monitor asynchronous assignments and reach out to provide assistance if students are unable to move past a certain point in the digital curriculum. *Virtual Paraprofessionals: https://docs.google.com/document/d/1rO217ddGEV6Z0pvy2ejS9ywOzVIfq_A2AN3ER3UlYfE/edit?usp=sharing* will assist in planning, posting, supporting, and monitoring asynchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with asynchronous learning.

In order to meet the requirements of K-2 R.I.S.E, virtual students will meet through required asynchronous and synchronous sessions daily to address key elements such as:  phoneme awareness, decoding, and vocabulary.

Synchronous methods will be provided by Virtual Teachers and include live web-based sessions, discussion boards, interactive documents, shared whiteboards, break-out rooms, and face-to-face sessions daily (Monday-Friday.) K-6 virtual students will be required to attend two synchronous sessions daily and have the opportunity to participate in additional sessions based on student needs.  All synchronous sessions will focus on core academics, the arts, health/physical education, and social skills. Synchronous sessions will be required and others optional, depending on the progress/needs of the student.  Students are assigned a color code each day that identifies them as 1)  Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3)  Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to require synchronous session attendance based on their progress.

Virtual Teachers and students will interact in live virtual sessions through teacher-led instruction for the whole group, small group, one-on-one, and point-in-time interventions.  Students may also participate in building-led instruction and support services as determined by the student success plan for the child and needs as they arise.  Special services will be coordinated between the *Virtual Campus Coordinator: https://docs.google.com/document/d/11DdR2W-0vruWQd1yof87XalZgp-viTRD9bmsMdAsndc/edit?usp=sharing* and the *District Connection Coach: https://docs.google.com/document/d/1-RJn35Cs7mpjqSSIPnnp8lO8O1mxCEczMdSh66sTXVE/edit?usp=sharing*
 On-site face-to-face instruction and support will be offered to all and required for some, based on formative assessments.  This on-site face-to-face time

will be held at a location determined by the parent, Virtual Campus Coordinator, and District Connection Coach.  Virtual Paraprofessionals will assist in planning, scheduling, delivering, supporting, and monitoring synchronous assignments and sessions. Virtual Teachers and Virtual Paraprofessionals will interact daily to support students and parents with synchronous learning.

Virtual Teachers are expected to interact with the digital content and individual students on a daily basis.  Virtual Teachers are expected to present clear, organized learning materials with consistent lesson design. Virtual Teachers will utilize the student's success plan to personalize instruction for each student. Virtual Teachers will foster a learning community that engages students, encourages student leadership and student's voice, even at an early age. Virtual Teachers will utilize a variety of teaching strategies and tools.  Some may mirror strategies within our building classroom.  Others may be specific to an effective virtual classroom.  Virtual Teachers will utilize research-based strategies during instruction:

- Whole group
- Small group
- One-on-one
- Hands-on projects
- Cooperative learning
- Collaborative projects
- Independent projects
- Choice of assignments
- Activities that encourage student's voice
- Daily and weekly progress monitoring
- Science of reading
- Point-in-time intervention
- Enrichment opportunities
- Math quest
- Grasping phenomenal science
- Virtual office hours for support
- Educational games
- Interactive online quizzes

The virtual program will allow students to learn remotely from home. This option will meet the needs of students who are not comfortable returning to onsite instruction. This Parent-Student Contract outlines expectations for participation:

- Maintain accountability for all class assignments
- Maintain academic integrity (e.g. no cheating/plagiarism)
- Follow computer use guidelines
- Exhibit appropriate student behaviors

This learning option will not be successful for all students. However, if a student exhibits the following characteristics, he/she may be a good candidate for learning virtually.

- Self-motivated
- Independent learner
- Computer literate
- Good time management
- Effective communicator
- Personal commitment

Students will be required to be on campus to participate in the

district/state assessment system. This includes (depending on the age of the student) the following assessments: DIBELS, STAR, ACT Aspire, and ACT.

**7-12**
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 High 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. WCSD will require students to attend the offered Zoom sessions each week as part of their attendance requirement. 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.

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| **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-6**<br>As a member of the Arkansas Education Service Cooperative K-6 Virtual Academy Consortium, the Watson Chapel School District will support and actively participate in a virtual (online)/remote (distance) learning delivery approach. Virtual teachers and students are not in the same place. Instruction will take place synchronously and asynchronously. Although the primary delivery approach is a virtual (online)/remote (distance) learning delivery approach, there will be supplemental on-site/face-to-face events and sessions planned.<br><br>Students will be able to be involved in any on campus, or extracurricular activities (e.g., athletics, band, JROTC). Parents are responsible for providing transportation to events, practices, etc. at the Watson Chapel School campus.<br><br>**7-12**<br>Watson Chapel School District 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. |
| **Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?**<br> **\*If teachers will serve in a dual role, describe whether it will be** | **K-6**<br>As a member of the ARESC K-6 Virtual Academy Consortium, Virtual Teachers will be employed by the Cooperative and provide virtual instruction to only students who are remote. The district's classroom teachers will be dedicated to teaching in-person learners. There is no duality in the role.<br>**7-12** |

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| **simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.** | Watson Chapel School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator (classified). 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.  We will provide a facilitator that is familiar with Virtual Arkansas, its requirements and procedures.  Their role will be as liaison between VA and WCSD to help provide support to virtual students. |
| **Describe the expectation for teacher instruction, interaction, and frequency with virtual students.** | **K-6**<br>During the school day, Virtual Teachers will use real-time data, asynchronous and synchronous communication methods to instruct and interact with students daily.  Virtual Teachers employed by ARESC will be under a 200-day contract and expected to instruct during regularly scheduled school hours. Students will have access to the digital resources 24 hours a day and 7 days a week that allow them to have flexibility in the pace and time in which they access the content.  With the class design outlined in this plan, students can learn together as a group and actively engage with peers while working remotely.<br>Virtual Teachers will also have office hours where students may receive additional support or ask questions.<br>**7-12**<br>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. |
| **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?** | **K-12**<br>We are not requesting additional waivers for class size.<br>The Virtual Teacher 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. |
| **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?** | **K-12**<br>We are not requesting additional waivers for the teaching load.<br>Virtual Teachers provide 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. |

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| **Technology / Platforms** | |
| **Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)** | **K-6**<br>The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.<br><br>The learning management system will be layered with a supplemental software called Genius.  Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level.  Students are assigned a color code each day that identifies them as 1)  Green (present, on pace, on target, engaged), 2) Yellow (has fallen below the threshold in attendance, pace, target, or engagement), 3)  Red (has fallen below the lower threshold in attendance, pact, target, or engagement. Virtual Staff (Teacher, Paraprofessionals, Coordinator) and the District Connection Coach will have access to these reports and use them to provide praise, encouragement, support, and resources.<br>**7-12**<br>The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.  This LMS is supplemented with the Student Information System (SIS) Genius.   Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. |
| **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.** | **K-6**<br>Digital content available to K-6 students will be English language arts, mathematics, science, social studies, the arts (music, art, theatre, dance), computer science, and keyboarding.<br><br>The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. The digital content is grounded in research and aligned to state standards.  Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more.  Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital content is designed to provide point-in-time resources and support.<br>The digital content gives Virtual Teachers and Virtual Paraprofessionals the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow.  Virtual Teachers and Virtual Paraprofessionals will receive initial training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions.  Virtual Teachers and Virtual Paraprofessionals will have ongoing support from the district content specialists, Arkansas River |

Education Service Cooperative Content Specialists, and the Virtual Campus Coordinator.

Virtual Teachers will engage in a Plan, Do, Check model to determine digital curriculum supplements and revision. This continual reflection process will ensure the digital curriculum used in teaching and learning meets the needs of students and meets state and district expectations.

**7-12**
Virtual Arkansas provides access to 139 courses in grades 7-12 which 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.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support.
The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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| **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.** | **K-12**<br>Virtual Teachers and students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions. The Zoom software is downloaded to the district-provided device. The Virtual Teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions. Zoom provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. |

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| **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.** | **K-12**<br><br>Students will be provided with a Chromebook, Verizon hotspot-if needed, and Google account.<br><br>Students are 1 to 1 with Chromebooks<br><br>Parents have selected training dates on the LMS platform.<br><br>Parents and students have a phone number to call for technical support, they were given detailed instructions on who to contact based on the need.<br><br>Parents and student are receiving training/support<br><br>Internet access when needed.  Schools have selected individual dates to provide parents with onsite assistance on the districts LMS, eSchool, and other issues that might arise.<br><br>Communication is occurring with parents on various social media platforms, phone blast, letters, emails and phone calls.<br><br>Families who do not have internet access are given hotspots to use while they are virtual learners. |
| **Student Supports** | |
| **Describe the manner and frequency the district or school will use to monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting. (This may be in-person, video communication, etc.). Identify supports available to assist students within the district.** | **K-6**<br>Virtual Staff will receive training and resources in the area of social-emotional learning. They will also receive training on how to identify wellness and support needs for students and families. Virtual Teachers will monitor these needs on a daily basis through asynchronous and synchronous engagement. In-person activities will be planned throughout the year, which will provide an additional layer of checking for the overall wellness and safety of students and families.   Virtual Teachers will provide a list of community support options through district, community, and statewide resources. The district will work in partnership with virtual staff to identify and serve students that exhibit needs for wellness and support. All components of the district health and wellness plan will be available to on-site students and remote students. District counselors and social workers will be incorporated during collaborative  meetings with Virtual Staff to discuss strategies to identify and respond to student behavior.<br>**7-12**<br>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.<br>**K-12** |

Watson Chapel School District ensures compliance with state and federal laws regarding student privacy and safety. Digital software platforms that are used by students in WCSD all comply with FERPA standards to protect the personally identifiable information. The documents cited below from the Federal Department of Education provide compliance standards and guidance for administrators, teachers, and parents.

Protecting Student Privacy While Using Online Educational Services
This document addresses privacy and security considerations relating to computer software, mobile applications (apps), and web-based tools provided by a third-party to a school or district
that students and/or their parents access via the Internet and use as part of a school activity. Examples include online services that students use to access class readings, to view their learning progression, to watch video demonstrations, to comment on class activities, or to complete their homework. This document does not address online services or social media that students may use in their personal capacity outside of school, nor does it apply to online services that a school or district may use to which students and/or their parents do not have access (e.g., an online student information system used exclusively by teachers and staff for administrative purposes). Many different terms are used to describe both the online services discussed in this document (e.g., educational web services, information and communications technology, etc.) and the companies and other organizations providing these services.

Watson Chapel School District will have a meal pick up form available on its district website where virtual students' parents/caregivers can pre-register for 5-day meal packs.  These meal packs will include 5 breakfasts, 5 lunches, vegetables, fruit and milk to meet the federal guidelines for National School Breakfast and National School Lunch Programs (k-8).  Meals must be registered for no later than 3 pm Wednesdays for pick up on Friday afternoons from the Watson Chapel High School Cafeteria.  Meal packs may be pre-registered for virtual students and any siblings or children in the household who are 18 years of age or less.  As Watson Chapel School District participates in Community Eligibility, these meal packs will be provided at no charge.

If a student receives mental health services, those services will continue to be provided at home by the behavioral health agency.

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| **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.** | **K-6**<br>Student learning and engagement will be monitored daily.  The learning management platform will be used to log information about student engagements such as pages viewed, time spent logged in, and their last log-in. To assist Virtual Staff, an additional software tool will be used to organize a daily list of students by their engagement level and mastery of a standard.  This daily list will be color-coded in a green (go), yellow (caution), and red (emergency) format. If a student fails to engage with asynchronous or synchronous instruction during an instructional day, staff will make a parent contact that day via email or text message to check on the welfare of the student. Contact by Virtual Staff is expected each day a student fails to |

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| | engage with instruction. If a student fails to engage two days within a week the Virtual Campus Coordinator will be notified, and she/he will contact the parent and notify the District Connection Coach for the student to be placed on an awareness list.  If, during communication with the family, it is determined there is a specific barrier to engagement, the district staff and Virtual Staff will partner to provide solutions and support.<br><br>Academics will be monitored based on formative assessments.  The same tools to measure engagement will be utilized to provide an initial alert to staff on the progress each student is making.  Based on the daily list of academic progress, the Virtual Teacher will dig deeper into the needs by analyzing a student's formative assessments and performance to determine what type of response is needed.<br><br>Students must be engaged in scheduled instruction at an off-site location or participating in a planned district-approved activity.  Software programs provide the district with reports of log-in times and academic progress. These reports will be monitored weekly to determine the level of engagement exhibited by the virtual students. If additional support is needed, students and/or parents will be contacted for small group intervention sessions.<br>**7-12**<br>WCSD has access to the Virtual Arkansas Genius 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 the administrator or request the administrator to be contacted if the initial intervention is not successful. |
| **Describe the Academic Response to Intervention plan for remote (virtual) students, including additional supports and personnel.** | Virtual Teachers will provide Response to Interventions (RTI) for each student.  If a student fails to demonstrate success academically, RTI processes and procedures will occur, including Tier I, Tier II, and Tier III interventions. Tier I interventions will be provided during virtual classroom instruction and processes.  Tier II interventions will be targeted to small groups or one-on-one.<br>Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.<br>**K-6**<br>Students who fail to demonstrate success (academic or engagement) after the above-mentioned processes have occurred will be referred to a School Intervention Team (SIT) who will plan for appropriate interventions.  The SIT team may consist of: Virtual Teacher, parent, counselor, building administrator, content specialists, mental health support, and/or cooperative special services staff.<br><br>Virtual Teachers will have additional support and resources through the SIT team, the Virtual Campus Coordinator, Cooperative staff, and resources provided by the State.  If the School Intervention Team determines a student needs additional services and supports, Virtual staff and District staff will |

| | work together to coordinate these services and supports. Supports include but are not limited to dyslexia services, special education classes, and speech. |
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| | **7-12** |
| | Virtual Arkansas teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III 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. |
| **Describe the district or school's formative assessment plan to support student learning.** | **K-6** |
| | The Watson Chapel School District, in partnership with the Virtual Academy, will formatively assess student learning and provide Tier I interventions as part of daily instructional practices in both asynchronous and synchronous content delivery.  Written formative assessments and planned interventions will occur in a weekly cycle. Virtual Teachers will formatively assess students during the synchronous sessions, very similar to the formative assessments administered by the on-site classroom teachers. Students will also be formatively assessed through asynchronous projects, assignments, and checkpoints. Students will be closely monitored using data from formative assessments and will determine the teacher's next steps with the students. Students will receive support such as one-to-one, peer groups, additional tiered support as needed. Each student will be closely monitored on the RTI tiers to see if progress is being made. Virtual Teachers and students will meet virtually or face-to-face to determine a weekly goal. In addition to the 4 ½ week progress reports required by law, we will provide a weekly progress report to parents. |
| | The district calendar and essential standards will be shared with the Virtual Teacher to coordinate common formative assessment schedules. |
| | Watson Chapel will use the results of the formative assessments to make evidence-based decisions for the students' instruction that will benefit the student the most.  This will include celebrating growth and proficiency and setting goals for further growth in all areas assessed. |
| | **7-12** |
| | 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.  These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention. |
| | Watson Chapel will use the results of the formative assessments to make evidence-based decisions for the students' instruction that will benefit the |

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| | student the most.  This will include celebrating growth and proficiency and setting goals for further growth in all areas assessed. |
| Describe how dyslexia screening and services will be provided to digital learning students. | **K-12**<br>The district will ensure that all components of the Dyslexia/Literacy Plan are in place for virtual students and update the plan to include virtual students as appropriate.<br>If a virtual student has already been identified as needing dyslexia services, the plan of services will be implemented in partnership with the virtual staff to ensure services are received. During virtual learning, students who have been identified as having characteristics of dyslexia will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing dyslexia services may be required to meet face-to-face with district interventionists.<br><br>Professional Development - Virtual Teachers will receive professional development on how to identify students served in an online learning environment that are experiencing difficulty.  This training will include strategies for identifying students during both asynchronous and synchronous interactions.<br><br>K-2 Screening - Virtual Teachers, will provide Initial screening using DIBELS or an equivalent screener preferred by the district.  The components for the initial screening will include these without limitation:  phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.<br>Virtual Teachers will provide Level 1 screeners if they see that students are at-risk or at some risk on the initial screening. The components for the Level 1 screener will include these without limitation:  phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.<br>After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided by District Dyslexia Staff to determine the underlying cause, characteristics, and outcomes to identify characteristics of dyslexia. Based on the Level II screening, Virtual Teachers will partner with district interventionists to provide needed services.<br><br>3-6 Screening - Virtual Teachers will provide Level 1 screeners if they see that students are struggling with reading, or showing difficulty with completing assignments.  The components for the initial screening will include these without limitation:  phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding. 3-6 students may progress onto a Level II assessment if documentation shows characteristics of dyslexia.<br>After students are given the Level 1 screener and demonstrate the need for Level II screening, formal diagnostic assessments will be provided to determine the underlying cause, characteristics, and outcomes to identify |

characteristics of dyslexia. Based on the Level II screening, virtual teachers will partner with district interventionists to provide needed services.

Parent Communication - Virtual Teachers will communicate with parents through conferences and written methods regarding initial and Level 1 screening results and progress monitoring. Watson Chapel School District will communicate with Virtual Parents regarding Level II screening results, progress monitoring, and student engagement in dyslexia services in writing and necessary conferences will be scheduled.

Interventions - Dyslexia services will be provided to students if they qualify based on screener results, progress monitoring, and parent consent. The only reason dyslexia services would not be provided is if the student/family is unable to comply with the parent/district contract for students served in a virtual learning environment. Group size for online instruction will be determined by the guidelines of the onsite dyslexia program. Districts will utilize progress monitoring data to determine if the group size and delivery option are meeting the needs of each student. The data from the virtual classroom and district intervention program will be used to make this determination. All applicable equipment and program resources will be provided to the interventionist(s) and students to assure program guidelines are met in the virtual classroom environment. This includes access to hardware and software needed to provide touch screen capabilities, writing capabilities, or those required by the dyslexia program guidelines. Hardware will be provided that contains the computing capacity to support the program software. Internet connections will be monitored for the ability to support monitoring fluency and accuracy of articulation, reading, spelling, and writing. District interventionists will deliver Tier II and III interventions. Communication will occur between the classroom teacher and the interventionist through daily or weekly communication as determined by the need and/or the RTI process. The Virtual Teacher will monitor how the student is doing on grade level work. This will be communicated with the interventionist. District interventionists administer the Level II or those designated by the district. They will be qualified to give formal assessments and have taken the training to administer the Level II.
Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. Daily and weekly communication/reports will be shared. Synchronous Zoom sessions will be scheduled when interim and progress reports are sent out. These meetings may be more frequent depending on the needs and progress of the student.
  - Interventionists will be dedicated to primarily remote instruction. Based on the guidelines of the onsite dyslexia program, instruction, interaction, and frequency of interventions with virtual students will occur based on individual needs and deficits.
  - The dyslexia program will offer digital content (word lists, sentences, passages, reading pages, teacher tools, student manipulatives…) that will be critical for interventionist(s) and students to use

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| | ● WCSD uses Take Flight professional development or program training to assist the Dyslexia Interventionist(s) in transitioning the dyslexia intervention services to digital delivery?<br><br>Student Expectations -<br>Parents and students are expected to meet the requests of the interventionists as it relates to attendance and participation.<br><br>Accessibility/accommodation tools - The dyslexia program provides software, resources, and manipulatives to facilitate student-teacher interaction with immediate corrective feedback.  Document cameras and dual monitor set-ups will integrate with the dyslexia program software to allow the district interventionists to see student interaction with manipulatives and written responses in real-time.  Camera features and devices will be able to capture written responses so Virtual Teachers and District Interventionists can evaluate handwriting and spelling errors.<br>Assignment calendars with clear due dates give students the structure they need to maintain focus and efficiently manage time and effort. Students have access to eNotes—the Edgenuity embedded note-taking feature— as well as the eWriting tool, which helps students organize their thoughts during the writing process. Students also have access to the Edgenuity toolbar, which includes text mark-up (highlighting, word lookup, and annotation), language support (read-aloud and translation), as well as a number of specialized tools for math and science (a variety of calculators, references such as a periodic table, and other learning supports). The Edgenuity CloseReader™ includes contextual definitions for key vocabulary, text-based teacher's notes, audio commentary, and embedded comprehension questions. After instruction, educators can extend the time allotted for assessment and the number of retakes.<br>Video captions and transcripts are available to meet the needs of the hearing-impaired and students needing visual reinforcement of auditory instructions.  All equipment and resources needed to provide services to virtual students will be provided by the District.<br>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 school.<br><br>All dyslexia law requirements will be met for on-site and virtual learners. https://drive.google.com/file/d/1etIejsVM5PseKpejH8iZXudXUA8fHPq1/view?usp=sharing |
| **Describe how Gifted and Talented supports and services will be provided to digital learning students.** | **K-6**<br>For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities.  The Virtual Teachers will receive ADE-approved training as part of the onboarding process. In addition, Virtual Teachers and |

| | the District-approved teacher of the gifted will organize teaching responsibilities as needed to provide additional enrichment opportunities. Virtual Teachers will provide student artifacts and data to the District Gifted and Talented Coordinator as outlined in the District Program Approval Application. Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.<br><br>For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate virtual student participation in the district's on-site gifted and talented program. This participation may be virtual or remote, depending on the service or opportunity. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule.<br><br>Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.<br><br>All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.<br>**7-12**<br> All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.<br><br>The following AP courses will also be available to 10-12 grade students through Virtual Arkansas (as applicable): AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP United States History, AP World History: Modern. Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.<br><br>The following concurrent credit courses are available to 10-12 grade students (as applicable) through Virtual Arkansas: Oral Communication, English 11, English 12, Beyond Algebra II, Foreign Language, Fine Arts, World History, American History. |
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| | The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.<br><br>Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.<br><br>All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students |
| **Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students.** | **K-12**<br>The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners. All new students to a district must complete a Home Language Usage Survey and any student with a language other than English must be screened. Communication with families will be in a language and manner families will understand.<br><br>If a virtual student has already been identified as needing ESOL/ESL support and services, the plan of services provided by the district will be implemented to ensure services are received. The Virtual Staff and district staff will collaboratively develop a plan to address both the English language development program and the access to core content program for individual students. If a Virtual Teacher notices usage of a language other than English by the student or family, and the student has NOT been identified, the Virtual Teacher will refer the student to the district ESOL/ESL Coordinator for screening. The ESOL/ESL identification will be a component of the student success plan which will be used to drive instruction and services for ESOL/ESL students.<br><br>During virtual learning, students who have been identified as needing ESOL/ESL supports will be served through Zoom or other communication platforms. Based on progress monitoring data, students needing ESOL/ESL services may be required to meet face-to-face with district interventionists. The digital curriculum and learning management system provide accommodations for ESOL students and families.  These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic), and many other features/accommodations.  For ESOL/ESL students (or any other students with language challenges), teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. It also includes translation options to help newcomers access content in English; these students can have the on-screen text translated into over 60 supported languages. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning. |

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| | Virtual Teachers will receive professional development to learn strategies for serving ESOL/ESL students within classroom instruction.  District ESOL/ESL staff and Regional English Language Specialists will serve as a resource for equipping Virtual Staff to meet the needs of ESOL/ESL students.<br><br>ESOL/ESL students will be assessed per DESE requirements, using the ELPA21 assessment.  Students may also be screened to determine if services are needed based on parent request, teacher recommendation, or observable student need (with parental consent).  If students are found to be a candidate for services, they will utilize Rosetta Stone for digital instruction or English Language Development tutoring with our WCSD ESOL Coach. |
| **Describe how all Special Education services and supports will be provided to digital learning students, including the process for special education evaluations and conferences.** | **K-12**<br>If a student has already been identified as needing an Individual Education Plan (IEP) support and services, the plan of services will be implemented to ensure services are received. The Virtual Campus Coordinator will work with the District Connection Coach to schedule screening and communication with parents.<br>Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file.   All modifications/accommodations will be provided according to students IEP.   During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.<br><br>A schedule of meetings will be held based on the needs of the student/family, that will include district education teachers and virtual teachers.  This meeting schedule will be set during the student's virtual orientation and/or Individualized Education Program meetings. District special education teachers will participate in the identified students' virtual orientation, along with the virtual teachers. Communication will occur via ZOOM sessions, email, phone or face-to-face. The frequency of communication will depend on the individual needs of each student.  Progress will be monitored at least yearly according to IDEA guidelines.<br><br>Evaluations and conferences may be held face-to-face or virtually using synchronous meeting software (Zoom), based on the parents' request.  If the parent elects to have a face-to-face meeting, all current district protocols will be in place.  The Virtual Teacher will attend via Zoom or face-to-face. If the parent opts for a virtual meeting, all district protocols will be in place.  All attendees will attend the conference virtually using synchronous software (Zoom). Documents will be shared electronically with parents and an electronic document signature software will be utilized. |

| | Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:<br>1. Provide explicit instruction, 2. Model learning strategies, 3. Make instruction accessible, 4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology. The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning styles, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple representations of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Edgenuity's robust language-support features. This toolset allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning and the Virtual Teacher will facilitate the usage of the tools during synchronous learning.<br><br>For students eligible for services under IDEA, Watson Chapel School District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.<br><br>Special Education teachers will provide instructional opportunities utilizing online &/or web- based programs that were previously being used by individual students.<br><br>Special Education teachers, paraprofessionals and Related Service providers will make direct contact with students &/or parents on a bi-weekly basis.<br><br>Special Education Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.<br><br>Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.<br><br>Special Education staff members will engage in 2 hour professional development to learn best practices for specialized instruction in a "distance learning" format.<br><br>Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs. |
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| **Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.** | All Virtual Teachers and Virtual Paraprofessionals will receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, mind maps, digital slide presentations, and usage of images.  Digital content will be printable for font and font size control by students and families.  Interventions may be held face-to-face at a physical location or provided using online sensory tools and assistive technology. Online sensory tools and assistive technology available to Special Education teachers will also be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, speech-to-text transcribers, and pencil-type stylus.<br>**K-6**<br>Elementary teachers have smart boards, thinkbooks and projectors<br>**7-12**<br>Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.<br><br>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. |
| **Teacher Supports -** | |
| **Describe district and school supports to provide on-going digital content and instruction./al supports for teachers.** | **K-6**<br>Digital content-specific professional development will be required for all Virtual Teachers prior to the start of the school year as part of the onboarding process.  The professional development plan will include training in the primary digital content as well as, and utilizing supplemental digital resources.  Supplemental digital resources will include district, cooperative, and state digital content resources.<br>As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement.  If there is a support need identified, the Virtual Campus Coordinator will facilitate the support.  On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. The Virtual Campus Coordinator will support Virtual Teachers through daily and weekly monitoring of teacher practices and student needs.<br>The Watson Chapel virtual teachers will receive professional development for virtual instruction.<br>**7-12**<br>We will be utilizing Virtual Arkansas as our digital content and digital instruction solution for 7-12.  Virtual Arkansas 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 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. |
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| | As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations. |
| **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?** | **K-6**<br>Virtual Teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation.<br><br>Prior to the start of school, the ARESC K-6 Virtual Academy Consortium will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by district and cooperative staff.<br>Virtual Teachers and District Teachers will collaborate to ensure alignment of essential standards, share best practices, and access resources that will enhance student learning for all students. Virtual Teachers will receive pacing guides and essential standards for WCSD teachers based on the 7 steps of the PLC process through support from Solution Tree.<br>**7-12**<br>We will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. 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. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas. |
| **District Supports** | |

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| **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.** | **K-12**<br><br>Watson Chapel School District is committed to providing an equitable education for all students and provides the following guidelines for students with disabilities or special needs (Special Education, 504 Plans, or At-Risk Students), English Language Learners, or students in Housing Transition.<br><br>Special Education:<br><br>Special Education teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.<br><br>Special Education teachers will provide instructional opportunities utilizing online &/or web- based programs that were previously being used by individual students.<br><br>Special Education teachers, paraprofessionals and Related Service providers will make direct contact with students &/or parents on a bi-weekly basis.<br><br>Special Education Staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.<br><br>Special Education staff may identify additional learning programs to provide differentiated opportunities to students to access remotely as determined by student progress.<br><br>Students in Housing Transition:<br><br>The district campus connection coach will be in contact bi-weekly or more frequently with students and families to check on basic needs (food, shelter, other basic needs). If need identified, they work with families to provide resources or connect with community needs.<br><br>Students experiencing housing transition will be assisted by the School Liaisons to be prepared for virtual learning with a focus on communication from students and family with their teachers and schools.<br><br>School Liaisons with other staff will adapt learning if a digital format is not workable for the student's location.<br><br>Student progress will be monitored by teachers and School Liaisons. Monitoring and support will include academic progress and social-emotional needs.<br><br>504 Students:<br><br>All students who have an active 504 will be provided their specific |

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| | accommodations by their general education teacher.<br><br>Teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by the 504 students.<br><br>Teachers may provide "hard copy" educational activities and/or technology devices (if used prior to school closure) for students to engage in at home.<br><br>Teachers may identify additional learning programs to provide differentiated opportunities to 504 students to access remotely as determined by student progress.<br><br>English Language Learners:<br><br>ELL teachers will collaborate with General Education teachers to determine individual student needs and to design and provide instructional supports and accommodations to address those needs.<br><br>ELL teachers will provide instructional opportunities utilizing online and/or web-based programs that were previously being used by ELL students.<br><br>ELL teachers and ELL paraprofessionals will make direct contact with students and/or parents on a bi-weekly basis.<br><br>ELL staff members may provide "hard copy" educational activities for students to engage in at home either through USPS or by delivery to home address.<br><br>ELL staff may identify additional learning programs to provide differentiated opportunities to ELL students to access remotely as determined by student progress.<br><br>ELL staff and students will use Amira Practice software. Amira Practice engages students in 1:1 reading practice and provides real-time coaching and feedback.<br><br>http://wc-web.k12.ar.us/UserFiles/Servers/Server_81554/File/WCSD%20Virtual%20Learning%20Plan%202020%20Final%20(1).pdf |
| **All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.** | The district testing coordinator will work with the Virtual Campus Coordinator to assist with scheduling the day and times students will need to report to a scheduled physical site to take assessments.  All state summative assessments will be administered per DESE guidelines.  All parents and students will be informed of the required onsite assessments during orientation.  Parents will sign a memorandum of understanding to acknowledge this requirement. The Virtual Campus Coordinator and Virtual Arkansas teacher will work with the District Connection Coach to provide daily support and communication.  Reminders for parents will be included during parent teacher conferences, information, posted within the News section of the learning management system, placed on the monthly calendar within the learning management system with push notifications, and using text reminder applications. The district will give families adequate notice so |

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| | that they can plan and have some choice in the date and time for the assessment (as appropriate).<br><br>Students will test on district-provided Chromebooks that are updated when the device is power cycled.  This ensures they are ready to test when the time comes. |
| **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.** | **K-6**<br>The K-6 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with the Virtual Campus Coordinator, Cooperative Teacher Center Coordinator, and the Cooperative Director of the Arkansas River Education Service Cooperative. Components that affect student achievement are addressed below.<br><br>Teacher Effectiveness:  ARESC Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.<br><br>Curriculum Effectiveness:  The content in the learning management system will be reviewed annually by district staff and virtual staff to ensure Arkansas standards are being met.<br><br>Student Achievement:  Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Staff and District Staff.<br><br>Data Sources:  Monitoring, assessing, reflection on data (inferences and next steps). Parent and staff (virtual and district) surveys will be conducted once each semester to monitor the effectiveness of the services.<br><br>Timeline: ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.<br><br>**7-12**<br>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.<br><br>The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.<br><br>Teacher Effectiveness:  Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits. |

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| | Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.<br><br>Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration.<br><br>Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.<br><br>**K-12**<br>Building administrators, the Campus Connection coach, and other appropriate personnel will meet once a month to review the data collected, monitor the progress of the students, and work together to improve student outcomes. |
| 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) | Prior to the start of the school year, a comprehensive orientation for parents and students will occur. The orientation will include engagement strategies and how to effectively utilize the parent portal within the learning management system(LMS). In addition to this orientation, individualized Student Success Plan meetings will be held to work with families. These meetings will focus on creating an academic schedule that meets individual needs and optimizes learning, schedules support services, and determines anticipated support for families and students.<br><br>The District will provide a dedicated staff member (connection coach) that will serve as an advocate for students and families, the first line of contact for parents and students, liaison between school campus and virtual campus, and partner with virtual staff to provide support.<br>In addition to the connection coach, virtual staff will partner with the district to engage families through communication, scheduled events, daily/ongoing engagement tools, and connections to resources (school, district, community, regional, and state.)<br><br>A communication plan will be developed in partnership with staff and parents. The following elements will be included: 1) process for student email usage 2) development of communication chain, 3) utilization of Zoom, LMS tools, email, phone, text, and face-to-face communication channels.<br><br>Parent/Teacher Conferences will be held on the same schedule as the sending school. Virtual Staff will partner with the District Connection Coach to hold conferences via ZOOM or in person. Virtual staff will partner with the school to accommodate the parents and meet school expectations.<br><br>**K-6**<br>Families will be provided the office hour schedules of Virtual Teachers, District Connection Coach, and Virtual Campus Coordinator. The purpose of the virtual office hours is for families to build relationships, check-in, and request support. Families will receive a schedule for assignments and class meetings to engage students in both the local school community and the |

| | virtual school community. In partnership with the District Connection Coach, and Virtual Staff will keep students apprised of school events and clubs in which they may wish to participate. (i.e., morning announcements, bulletins from the school.)

One of our goals is to keep students connected to their local school campus. In addition to the strategies listed above, the virtual campus will hold district-specific Zoom sessions where the teacher will utilize the district logo/colors as his/her background for that session. On set days, the Virtual Teacher will wear district spirit shirts while meeting with students from a specific district. Students will be asked to explore their communities in assignments and projects.

Based on individual needs and requests, students/families will be connected to school, district, community, regional, and state resources (counseling services, additional training, food pantries, clothes closets, and assistance programs.

Teachers will encourage and expect parents and student's voices, choices, and agency. We will build capacity in students and families to effectively engage in digital learning.

**7-12**
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 (https://www.virtualarkansas.org/293342_2). |
|---|---|
| **Provide the URL to evidence of the local school board's approval of the waiver request(s).** | Virtual learning students will be provided physical activity but will be unable to provide Body Mass Index Calculations. The only nutrition guidelines that can be governed are the meals for the cafeteria. Virtual learning students have the option to receive meals from the cafeteria.

Virtual learning classrooms will not have to adhere to class size per standards.
The link below is what was presented to and accepted by the school board.
http://wc-web.k12.ar.us/common/pages/DisplayFile.aspx?itemId=95843649
Board minutes to support this are here:
http://wc-web.k12.ar.us/common/pages/DisplayFile.aspx?itemId=95862865 |
| **Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).** | Form to gather feedback:
1.
https://docs.google.com/forms/d/e/1FAIpQLSdEihVEsysAixWzPRIqb6Az3qYyRNUkSNLtf8OVJdZd31v-bw/viewform
Responses: |

| | https://docs.google.com/spreadsheets/d/e/2PACX-1vQJ6MPA_hTQNMZw8oRuGAtlzfbzdyMLviEaFFhNAqsk0vFq59L3JTM-vA--vp-TF6EqIgUucS2_v6Qj/pub?output=xlsx |
|---|---|
| | 2. https://docs.google.com/forms/d/e/1FAIpQLSebqJz6_21bCAAO3qxs85aUBUjy22p5uTyu3mih2gGGFVZvxw/viewform |
| | Responses: https://docs.google.com/spreadsheets/d/e/2PACX-1vTdfZXy3Gw-iJPHYCDLK7TRXWD8EgAVT5U7SU0790ndITf_PrCJuzpJmrP7zsGzb4Dnwmztw7cP8Ysp/pub?output=xlsx |
| | |
| | Ready for Learning Committee Running Minutes: https://drive.google.com/file/d/1a3bbV3CzuA9RfhPjg4J6DXwRF2U7CfPj/view?usp=sharing. |
| | |
| | Multiple conversations were held informally with parents regarding virtual options that may be available for the 2021-2022 school year as they inquired about it. Parents were given a brief description of what Watson Chapel was applying for and informed that our application had not yet been approved. They were also given information about where to access the form on our district website to indicate interest in virtual learning for 2021-2022 and that all information would be posted there once our application had been through the approval process. |
| **Policies** | |
| **Please provide a link (URL) to the attendance policy for digital learning students.** | Attendance Requirements: Teachers will take attendance daily, but the meaning of attendance changes—virtual learning attendance is more about ENGAGEMENT than physical presence. |
| | |
| | The Arkansas Department of Education states: A student will be absent if the student is not: |
| | <ul><li>Present for onsite instruction provided by the district</li><li>Participating in a planned district-approved activity, or</li><li>Engaged in scheduled instruction at an off-site location, including remote learning</li></ul> |
| | |
| | The Watson Chapel School District will monitor online learning for attendance: |
| | |
| | Active Time Spent in LMS – This indicates time a student is active in a course that is logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course. |
| | |
| | Student Submissions in an LMS – This indicates required coursework submissions by a student in a course that is logged and recorded by a |

| | learning management system (LMS) and is used by the district as a method to track participation in the course.

Other Indicators in an LMS – This indicates specific feature(s) that are logged and recorded by a learning management system (LMS) and is used by the district as a method to track participation in the course.

Teacher Tracked Work Time – This indicates time a student is actively working on group projects and/or offline work that is logged and recorded by the course teacher and is used by the district as a method to track participation in the course.

http://wc-web.k12.ar.us/UserFiles/Servers/Server_81554/File/WCSD%20Virtual%20Learning%20Plan%202020%20Final%20(1).pdf |
|---|---|
| **Please provide a link (URL) to the discipline policy for digital learning students.** | **K-12**

Watson Chapel School District requires that all students, virtual and on-site, follow the discipline policies as outlined in the Student Handbook and Code of Conduct.

http://wc-web.k12.ar.us/state_required_information/policy__data____informational_documents/discipline_policies

**7-12**
Virtual Arkansas students are expected to adhere to our local district discipline policies as well as the policies provided in the Virtual Arkansas student handbook. Students and parents/guardians are expected to complete the MOU with signatures and are collected and maintained by the local school district.  https://virtualarkansas.org/studenthandbook |
| **Please provide a link (URL) to the grading policy for digital learning students.** | **K-6**

Assessments will be in the form of both formative and summative.

Summative Assessment: Summative assessment data will be collected at the conclusion of the virtual learning experience by students' current teachers. This data will measure students' acquisition and retention of essential learning targets.

Reporting on student learning will be based on formative data collected over the course of the virtual learning experience, and will be considered in progress until summative data is collected.

Students will be allowed to make corrections in order to demonstrate proficiency.

Grades shall reflect the extent to which the student has achieved the expressed academic objectives of the course. Grades are reported each nine weeks and are assigned to students reflecting the educational objectives only and rules of the AR code 6-18-223. All regular courses will continue to receive: AR code 6-15-902. The following grading scale shall be used by all |

schools, grades 1-12, for all courses offered:

| Performance % | Letter Grade |
| --- | --- |
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 0-59 | F |

### KINDERGARTEN GRADING SCALE

The kindergarten report card is a list of skills that are to be mastered during the year. All starred items must be mastered for promotion to first grade.

**7-12**

Virtual Arkansas provides a grading policy to the local school district and students through the student handbook. School districts have the autonomy to determine final grades per local policy. Final grades are provided to the schools who enter the students' grades in eSchool. Local schools are expected to keep records of grades they enter into eSchool. https://virtualarkansas.org/studenthandbook