Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Mountain Pine School District (2607000)

School Year 2021-2022

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

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

District:

LEA #:	2607000
Superintendent:	Bobby Applegate
Email:	bobby.applegate@mpsdrd.com
Phone:	(501) 767-1540 Ext. 1
Duration Requested (not to exceed five years):	1 Year (School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2607046 - Mountain Pine Elem. School 2607047 - Mountain Pine High School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS

Waivers

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

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Request Waiver: ATTENDANCE: A day of attendance in the Mountain Pine School District Virtual Program is equal to 6 hours. For attendance to be counted as a full academic day, students must attend: An average of six (6) hours per day (a minimum of 30 hours per week is suggested). Time towards daily attendance will come from the curriculum and instruction within the online school and live instruction in the online platform, as well as work completed by students. Attendance will be reviewed daily from the online platform Student's log in, class attendance and course work activity will be reviewed by the virtual facilitator. This does not mean that a student is required to be logged on for 6 hours. Establishing a daily routine for signing on and completing course assignments in a timely manner, is important so that students will be able to successfully complete course requirements and promote to the next grade or graduate on time. Communicating with the facilitator is the best way to stay on pace and to guarantee success in the MPSD Virtual Program. Students must sign on and complete work each school day to be considered present. Virtual Learning Handbook https://drive.google.com/drive/folders/1pgNANZ mUCBkvkb2cu_OtdpUxsk8RWGo8

LEA INSIGHTS

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)	Based on survey data from parents, the school district will not require a waiver for class size.
Teaching Load Number of students: 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	Mountain Pine School District #46 will not require a waiver for this.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Request Waiver- The District will not be required to provide a school day that averages six (6) hours per day or thirty (30) hours per week on days, or portions of days when virtual/remote approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students in a virtual/remote setting where they are learning synchronously or asynchronously will learn in their own time, place, and pace. This may mean that 6 hours for an instructional day may not be required.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			Request Waiver- Students in a virtual/remote setting where learning is synchronous and/or asynchronous will learn in their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.
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)	

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.
				Request Waiver- Request to waive the DESE rules governing physical activity standards (recess) for students in a virtual/remote setting. The district is waiving the requirement of providing forty (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology-based approaches. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision.

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.

K-12 students will use Edgenuity as their CMS, with the Genus platform serving as the LMS. Content will be delivered Asynchronously with a facilitator setting the pace and monitoring student progress in courses. Students will be required to log in daily for classes and meet with the facilitator for a weekly check in (minimum) to review progress.

ATTENDANCE:

A day of attendance in the Mountain Pine School District Virtual Program is equal to 6 hours. For attendance to be counted as a full academic day, students must attend in order for a student to be counted in attendance they must stay engaged in the learning.

An average of six (6) hours per day (a minimum of 30 hours per week is suggested).

Time towards daily attendance will come from the curriculum and instruction within the online school and live instruction in the online platform.

Attendance will be reviewed daily from the online platform

Student's log in, class attendance and course work activity will be reviewed by the virtual facilitator.

This does not mean that a student is required to be logged on for 6 hours. Establishing a daily routine for signing on and completing course assignments in a timely manner, is important so that students will be able to successfully complete course requirements and promote to the next grade or graduate on time. Communicating with the facilitator is the best way to stay on pace and to guarantee success in the MPSD Virtual Program. Students must sign on and complete work each school day to be considered present.

All students will be assigned to the proper certified teacher of record for core area classes. The facilitator will collaborate with the teacher of record to report students progress in the content areas and recommend students for additional supports like remediation and tutoring.

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.

Mountain Pine School District will utilize online virtual learning through the Edgenuity program for all K-12 students through the Genus Platform. Students in K-12 will engage in the digital course work daily, meet with the digital learning facilitator weekly (minimum). Students may be assigned to a core area teacher of record who will work collaboratively with the facilitator to to keep track of student progress. The program will be completely online.

Accelerated Reader and MyOn Reader will be assigned quarterly with students being required to earn a designated number of AR points per nine week grading period.

All virtual students will be invited to participate in all field trips, academic competitions, athletics and any other special functions that occur on the school campus.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?
Â *If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.

Virtual learning will have a dedicated facilitator in the asynchronous learning environment. The facilitator will be dedicated to monitoring all remote instruction and communicating with the teacher of record when necessary.

They will work with the teacher of record to ensure students are on track for their digital content. They will be responsible for keeping track of student progress in courses, working with the teacher of record, contacting parents if students are falling behind in coursework and communicating with school counselors for 9-12 students in the event of a credit recovery situation.

Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	K-12 students will work in their CMS at a set pace, they will meet with the facilitator through ZOOM weekly (at the minimum) to review progress and set goals.

K-2 Zoom Meetings twice weekly(minimum)
3-8 Zoom Meetings twice weekly (minimum)
9-12 Zoom Meetings once per week (minimum)

Students in grades 2-12 will be required to read two books per 9 week quarter at their level and pass two AR tests. Books may be checked out of the MPSD Libraries or accessed through myON Reader in the Renaissance Platform.

Students will complete one cross curricular project each 9 weeks in addition to the asynchronous program to be graded by a team of teachers based on a rubric

Virtual students will participate in the school district Science Fair.

If students are struggling in the virtual program and completing assignments, they may be assigned remediation lessons in Edgenuity, additional practice in one of the district remediation programs, or be invited/required to attend after school tutoring.

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?	We will not need waivers for class size.
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?	We will not need waivers for teaching load.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Edgenuity K-12 with the Genus platform (LMS)
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-12 Students will take 4 core areas and two electives through Edgenuity. Students in grades 9-12 will work collaboratively with the Edgenuity Facilitator, Teacher of record, and the guidance counselor to ensure graduation/promotion requirements are met. Training will be provided by Edgenuity for district staff assigned to the program.
What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.	The district will use ZOOM as the video communication.
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 school district will provide virtual students with a Chromebook to access curriculum, the Edgenuity Facilitator and the teacher (s) of record. Community WiFi WiFi is available in several locations in the school district including school parking lots, old gym parking lots. Students may apply for a Hot Spot if they do not have internet at home.

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.	

Virtual students will have weekly contact (the minimum) with a representative from the school district assigned to the virtual program.

Virtual communication will be via ZOOM.

Breakfast and lunch will be available daily for pickup by parents from the cafeteria at designated times.

Students who require therapies (speech, OT or PT) will come to campus to receive services from the provider.   Parents will work with the SPED LEA for these services.

Students with dyslexia will be provided services either virtually or will be scheduled to come to campus. Parents will work with the Dyslexia Therapist to make arrangements for these services.

Students who need reading intervention services but are not identified as students with dyslexia markers will work with the district Reading Interventionist and reading intervention staff to receive services either via Zoom or students may come onto campus at prescribed times to receive those services.

Students who need/require counseling services may come to campus to meet with counselors or ZOOM with a counselor weekly.

Mountain Pine School District will provide training for Social Emotional Learning for all staff.

The district will work with virtual staff to provide needed physical and mental health support to all virtual students.

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.

Virtual students who need to participate in the backpack program will make arrangements with the Food Pantry Coordinator to receive a backpack each week. If backpacks cannot be picked up they will be delivered to those students.

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.

Academic and student engagement will be monitored weekly, progress reports will be sent out midway each quarter (weeks-4-5) and a report card every nine weeks.

Struggling students will be offered the chance to come to after school tutoring as well as summer school if they need additional support.

Students who do not make progress in their virtual program may be asked to return to on campus learning.

Virtual Learning Handbook

https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWGo8

Students who have IEPs and 504"s may qualify for homebound services if the Special Education Supervisor feels it is that appropriate. Meetings will be held with parents to determine more services if needed.

Students with IEP's and 504's will receive all accommodations outlined in their plans. Students who require resource services will zoom with the resource teacher or may come to campus during a scheduled time to receive the required supports.

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

Dyslexia students: may come to campus to receive services or participate virtually with the dyslexia therapist.

Students who need reading intervention will be assigned to a trained interventionist, students may come to campus or participate virtually using the state approved programs.

Students who are falling behind in coursework will be offered the opportunity or required to come to after school tutoring during the year. See Virtual Student Handbook

Virtual Learning Handbook

https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWGo8

Students with 504 plans and IEP's will work with their assigned case manager and meet with them to receive services either on campus at an assigned time or through ZOOM.

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

Formative and summative assessments are built into the CMS, the teacher of record along with the facilitators will review assessments and assign additional practice through the program for students in grades K-.12.

Students will have access to additional support programs purchased by the district to aid in remediation.

STAR MATH and STAR READING will be used for students in grades K-8, Virtual Learning Students will be required to come onto campus to take the all benchmark and summative tests during the testing window.

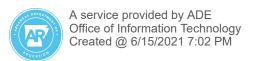Describe how dyslexia screening and services will be provided to digital learning students.

All K-2 students will be required to come in for initial screening, other students (3-12) who may be identified will be required to come to campus for a scheduled appointment to complete screenings/testing with the Dyslexia Therapist K-12.

If a student qualifies through testing they will have the option to come onto campus to receive their services or receive services virtually through ZOOM. They will work with the district Reading Intervention/Dyslexia Therapist for the school district. to determine best fit for their student.

Mountain Pine Virtual Teachers will provide all accommodations for a students dyslexia plan, 504 or additional requirements.

The Mountain Pine School District #46 will ensure all requirements of the dyslexia law are met for virtual/remote learners.

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

The Mountain Pine School District #46 will ensure Gifted and Talented Program Approval Standards are met for virtual/remote learners.

K-2 Students will receive services via ZOOM or may come to campus to participate in GT activities. The GT teacher will work with parents to schedule what works best in each individual situation.

All GT Standards will be followed when designing programming for identified gifted students. All 2nd grade virtual students will complete the district's universal screener remotely on the same timeline as on-site students.

Additional screening and evaluation will take place remotely when possible or will be scheduled individually through the district GT Coordinator.   Students will have the option to participate in on-campus Gifted and Talented classes and/or enroll in accelerated G/T courses within the digital platform.

Gifted and Talented students will be invited onto campus to participate with their peers in GT activities and classes. They will attend competitions and enrichment activities with peers as well. Students may also participate via ZOOM if they can not come to campus K-12.

Students who are recommended to the GT program will have to come to campus to complete assessments/testing. The GT Coordinator will meet with parents/guardians regarding committee decisions about placement, either in person or by Zoom.

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

The Mountain Pine School District #46 will ensure all requirements of the LPAC plan are met for virtual/remote learners.

All ELPA Screenings will be taken on campus, students will set an appointment with the District Test Coordinator to complete the process.

Services will be offered via ZOOM or during scheduled times for students to come onto campus K-12. Supports may include Reading Intervention, after school tutoring and one on one meetings with teachers and guidance counselors.

Virtual teachers will provide all accommodations and modifications as stated on IEPs and 504s.

Students will be required to come to campus to take the ELPA test.

All ELPA conferences will be in person with an interpreter if needed.

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

Services can be provided in person, having the student come to campus at scheduled times with the Special Education Instructor K-12 or students may meet virtually to receive services.

The virtual facilitator will communicate weekly with the SPED teachers to update progress on a student with an IEP and contact them if a student needs a failure conference.

All evaluations will be conducted on campus, conferences can be conducted in person or via ZOOM meetings. Parents will work with the Special Education Supervisor and case managers to determine what will work best for their student.

| 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. | Chromebook, SMART Boards, Online programs i.e. Brainpop, Star Reading, STAR Math, Freckle, Reading A-Z, Moby Max, MyOn Reader

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

Teacher Supports

| Describe district and school supports to provide on-going digital content and instructional supports for teachers. | The virtual learning facilitator (s) will complete training on the virtual platforms. They will monitor the student's progress in the asynchronous platform for K-12 and collaborate with the teacher of record regarding student progress in the Virtual Program.

The Mountain Pine Virtual Program will incorporate training for the usage of the Edgenuity-Genius LMS and virtual instructional strategies. All Mountain Pine Virtual personnel will provide both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Mountain Pine Virtual Program will provide a team of instructional and digital content experts for in-time support for all teachers. Finally, Mountain Pine Virtual Program will have a team of technology support specialists to assist with any technological 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?

Teachers will receive a 40 minute planning period each day as outlined by the state of Arkansas.

Students will work in the Edgenuity Program Asynchronously and communicate with the Virtual Program Facilitator. The content is set within Edgenuity.

The Mountain Pine Virtual Program will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day). Mountain Pine Virtual Program will provide instructional and digital content support for point-in-time support for all teachers.

The Mountain Pine Virtual Program will utilize curriculum developed by faculty members and subject matter experts within the Edgenuity-Genius LMS which are aligned to Arkansas state standards.
Mountain Pine will provide professional development to aid personnel as they provide instruction to the students.

District Supports

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

The school district will provide a MyFi Hotspot for academic coursework
The school district will provide transportation for students to attend field trips, competitions, interim and summative testing or special district programs during the school day.

McKinney Vento
https://s3.amazonaws.com/scschoolfiles/1115/mpsd_mckinney_vento_information.pdf

Foster Care
https://s3.amazonaws.com/scschoolfiles/1115/mountain_pine_school_district_foster_care_plan.pdf

Virtual Students will also have the opportunity to take dual enrollment classes at National Park College or through Arkansas Tech University via Virtual Arkansas as well as participate in CTE at National Park Technical Center

All students are expected to test (statewide summative assessments) onsite as per DESE guidance. Provide an overview of how the district may communicate to parents and test digital learning students at a district site.

All students will be required to come to campus to test on the statewide summative assessment. The district test coordinator will work with virtual students to set up times for students to come to campus to complete mandated testing for the state.

Testing dates will be shared at the beginning of the year. The district test coordinator will call parents to set appointments for testing during the testing window.

If parents do not bring students to complete benchmark or summative tests, please refer to pages 6-8 in the Virtual Handbook under Non-Compliance.

Virtual Learning Handbook
https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWGo8

| 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. | he MPSD K-12 Virtual Option will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

The MPSD K-12 Virtual option will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

Data from STAR Reading and STAR MATH will be reviewed for all virtual students to track progress in Math, ELA. Students who are not meeting benchmark will be required to attend tutoring or be assigned additional remediation practice in supplemental programs.

Timeline: Mountain Pine School District will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program. |
| --- | --- |
| Describe how the teacher(s) will engage families into the digital learning process. (District may link the District Engagement Plan if digital learning is included. The plan must address how the district will support parents/students with digital tools and resources) | District Parent and Family Engagement
https://drive.google.com/drive/folders/0BxkaIlT2L5mkRldzLV9hOFJpdWc

Virtual Student Handbook
https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWGo8

Mountain Pine School District will provide support and tools for digital learning for all parents, please see page 3 in the Virtual Handbook. All parents will be trained on the LMS. |
| Provide the URL to evidence of the local school board's approval of the waiver request(s). | https://drive.google.com/drive/folders/0BxkaIlT2L5mkRDg2R1RxTXBWTUE |
| Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). | https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWG |

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://drive.google.com/drive/folders/1pgNANZmUCBkvkb2cu_OtdpUxsk8RWG
Please provide a link (URL) to the discipline policy for digital learning students.	Virtual students will be expected to follow the school district guidelines with reg
Please provide a link (URL) to the grading policy for digital learning students.	Virtual students will earn grades and will be graded on the school's grading polic

︿ Back to Top