Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Pottsville School District (5804000)

School Year 2021-2022

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

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

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

District:

LEA #:	5804000
Superintendent:	Larry Dugger
Email:	larry.dugger@pottsvilleschools.org
Phone:	(479) 968-8101
Duration Requested (not to exceed five years):	5 Years (School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
5804013 - Pottsville Elementary School 5804014 - Pottsville High School 5804016 - Pottsville Junior High School 5804015 - Pottsville Middle Grade	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS

LEA INSIGHTS

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.
				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.

In order to monitor student attendance in our school's 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.

District policies and practices regarding student absences apply to virtual students. 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.

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

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				We are not requesting additional waivers for class size. The class size will be less than or equal to class sizes allowed in physical face-to-face classrooms. 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: http://adecm.arkansas.gov/Attachments/Distrance_and_Digital_Learning_Rules_101224.pdf: http://adecm.arkansas.gov/Attachments/Distrance_and_Digital_Learning_Rules_101224.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).:http://adecm.arkansas.gov/Attachments/Class_Size_and_Teaching_Load_Rules_101205.pdf

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.
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	We are not requesting additional waivers for the teaching load. 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

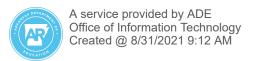| Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	We are requesting the waiver. Research shows students in grades K-12 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			We are requesting the clock hour waiver. 100% virtual students are working to master standards which takes a broad range of time. With Virtual Arkansas' asynchronous and synchronous approach, student learning may not equal a total of 120 clock hours.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	We are requesting a waiver. K-6 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. N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.

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-6 Interaction/Delivery

The number of students per teacher per course and the grade level of students is:
K-1 No more than 20 (12-15 is the target)
2-3 No more than 25 (15-18 is the target)
4-6 No more than 30 per course (20-25 is the target)

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_A2A N3ER3UlYfE/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.

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 based on the Science of Reading 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.

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 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.

The digital literacy curriculum includes the Five Essential Components of Reading Instruction:
• Phonemic awareness, Phonemes are the smallest units making up spoken language

language
• Phonics
• Vocabulary development
• Reading fluency, including oral reading skills
• Reading comprehension strategies

The K-2 courses set the foundation for the youngest learners with exposure to Concepts of Print, Decoding, Language and reading comprehension through teacher-led lessons taught in a systematic, explicit, and sequential way. In addition to the teacher-led and online instruction, there are home practice activities led by their parent learning coach. The 3-5 courses continue to dive deeper into language comprehension, word recognition and skilled reading. In the K-3 courses, we have Benchmark and Synchronous Assessments aligned to standards taught in the course. In the 4th-6th grade courses, there are module exams aligned to standards. The curriculum is designed to help students master the art and science of reading and is easily adapted to meet district or state requirements for Science of Reading. The specific Science of Reading connections are:

Phonological Awareness: Covered in K-3 courses with concepts and terms, applying language syllables, onset-Rime, and phonemes.

Phonics: Covered in Grade 3 with sound spelling patterns, prefixes/suffixes, syllable division, digraphs, blends, and diphthongs. Covered in 4-5 with learning word endings, learning Latin and Greek Roots, and all syllable patterns.

Comprehension: Covered by using story elements, novel study guides, summarizing, identifying main ideas, recognizing story structure, expository text, narrative text, understand and identifying different genres

Vocabulary: Covered by context clues, prefixes and suffixes, learning word endings, learning Latin and Greek roots, and strategies for deciphering word meanings.

Ensuring that all components of the Science of Reading are met is an ongoing work-in progress. Virtual staff and district staff will continue to identify areas that need additional supplements and add those where needed.

Teachers will use evidence based science of reading practices for all K-6 students.

For Grades K-2:
Students will be required to meet synchronously each day. During this time, the teacher will model decoding skills that students will need to master, such as phonological awareness activities including advanced phonemic awareness tasks, grade level standards based syllable types and syllable breaking patterns, letter-sound correspondences (sound walls/phoneme-grapheme mapping skills), and morphemic units. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic

opportunities throughout the day. Students will be assessed using diagnostic assessments and level one components in grades K-2. Those results as well as classroom observations/assessments will determine the need for additional interventions. These interventions will be daily with a virtual teacher or virtual paraprofessional in either one-to-one or small group instruction. If a student cannot attend a day of class due to sickness or other obligations, the lesson will be recorded and provided.

An example of a daily lesson may include:
Review
Phoneme/grapheme review with the card deck
Phonological Awareness Activities
Teacher shows letter cards for those letters that have been taught. Students tell the sound of each card (letter is, sound is). (P says /p/)
Introduce New Skill
Auditory Discovery
Visual Discovery
Keyword
Practice reading words
Teach Irregular Words for decoding
Practice reading phrases and sentences using decodable texts aligned to skills currently and previously taught.

To further engage virtual students, literacy kits will be provided to each family. These kits will include materials to create a sound wall for their home classroom as well as other manipulatives.

For 3-6:
Students will be required to meet synchronously each day. During this time, the teacher will model strategies to analyze words by teaching morphological units such as common prefixes, suffixes, Greek and Latin roots and the etymology of words. As an extension of prior learning, students will practice with syllable division of multisyllabic words. Vocabulary will be taught using morphology and background knowledge using various strategies: discussion, videos, student research and read-alouds. Comprehension will be supported by reading texts with accuracy, using common strategies such as: comprehension monitoring, summarizing, analysis of reading passages for text structures and verbal reasoning. Students will practice and participate in activities during synchronous lessons, and then they will have independent practice opportunities throughout the day. Students will be assessed using diagnostic assessments in 3-6. Those results as well as classroom observations/assessments will determine the need for additional interventions.

An example of a daily lesson may include:
Review
Word study/Morphology
Vocabulary
Comprehension/Language structures
Writing

Virtual teachers will also engage students in K-2 synchronous small group instruction. Groups will be formed using data from a variety of formative assessments. With this data, students will be pulled for small group instruction or one-to-one. The data will be analyzed daily, and students will meet at least 3 times a week for additional interventions. The data gathered will be used to personalize the students' specific instructional needs. During these synchronous sessions, teachers will model and then allow students to practice specific targeted skills. Virtual paraprofessionals will be available to assist in providing engaging small group instruction.

7-12 Interaction/Delivery

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.
Students and 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.

Students are expected to attend Zoom sessions as scheduled by Virtual Arkansas instructors. If a student cannot make a session, he/she should contact the instructor for guidance.

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 Digital Program

As a member of the ARESC K-6 Virtual Academy Consortium, our 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.

Students may use the onsite school library and attend parent/family engagement and other school sponsored events. Any tutoring opportunities that are slated before or after school will be open to both virtual and onsite students.

7-12 Digital Program

We 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 teachers. All learning will take place online.

Students may use the onsite school library and attend parent/family engagement and other school sponsored events. Any tutoring opportunities that are slated before or after school will be open to both virtual and onsite students.

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.

K-6 Digital Program

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.

7-12 Digital Program

Our 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.

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.

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

K-6 Digital Program

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.
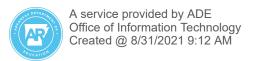Virtual Teachers will also have office hours where students may receive additional support or ask questions.

Students in the ARESC K-6 program will have the opportunity to interact both asynchronously and synchronously with their virtual teachers. Students are required to attend all synchronous sessions.

7-12 Digital Program

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-6 Digital Program

We are not requesting additional waivers for class size.
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:
http://adecm.arkansas.gov/Attachments/Distrance_and_Digital_Learning_Rules_101224.pdf, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load
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Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

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-6 Digital Program

We are not requesting additional waivers for the teaching load.

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: http://adecm.arkansas.gov/Attachments/Distrance_and_Digital_Learning_Rules_101224.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)..

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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.)

The virtual option will utilize a separate learning management system for the K-6 Digital Program and the 7-12 Digital Program. However, both learning management systems 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.

K-6 Digital Program
The ARESC K-6 Virtual Academy Consortium has selected the Edgenuity learning management system for Kindergarten through 6th-grade courses.

7-12 Digital Program
The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas.

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 Digital Program

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.

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.

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 Digital Program

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

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.

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-6 Digital Program

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.

7-12 Digital Program

Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. 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. The Zoom link and Zoom schedule is placed in a common location within each course and communicated with students and virtual facilitators.

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.

All students will be provided with a district-owned Chromebook. Students who require help with connectivity will receive aid from the district in the form of services through a local internet provider, where accessible, or a hotspot, if required.

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.

Our K-12 program partners will help us in supporting our health and wellness plan.

K-6 Digital Program

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.

7-12 Digital Program

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.

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 Digital Program

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 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.

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.

To ensure families are prepared for virtual instruction, virtual students and a parent or guardian will be required to participate in an orientation meeting prior to the first day of instruction. Orientation will include an overview of student expectations for the virtual option, instructions for learning management systems, and strategies for successful online learning. Students will pick up their Chromebooks and sign technology agreement forms.

Connection Coach will be in charge of monitoring students' academic progress and attendance based on the information received from the Arkansas River Cooperative's staff/notification system. They, too, will be tasked with engaging students in conversations concerning their social and emotional wellness.

If a student is struggling to meet expectations in virtual learning, we will meet with his/her parent(s)/guardian(s) to discuss a plan of action. Additionally, we will work with the student on developing a student contract. If the student continues to struggle to meet expectations in virtual learning, he/she will be encouraged to return to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support, or families may elect to homeschool.

Students who participate in the district's child nutrition program may pick up meals for students each day that school is in session.

7-12 Digital Program

The virtual option 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.

To ensure families are prepared for virtual instruction, virtual students and a parent or guardian will be required to participate in an orientation meeting prior to the first day of instruction. Orientation will include an overview of student expectations for the virtual option, instructions for learning management systems, and strategies for successful online learning. Students will pick up their Chromebooks and sign technology agreement forms.

School counselors will be in charge of monitoring students' academic progress and attendance based on the information received from the Arkansas River Cooperative's staff/notification system. They, too, will be tasked with engaging students in conversations concerning their social and emotional wellness.

If a student is struggling to meet expectations in virtual learning, we will meet with his/her parent(s)/guardian(s) to discuss a plan of action. Additionally, we will work with the student on developing a student contract. If the student continues to struggle to meet expectations in virtual learning, he/she will be encouraged to return to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support, or families may elect to homeschool.
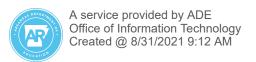
Students who participate in the district's child nutrition program may pick up meals for students each day that school is in session.

Beginning in 8th grade, students will develop and maintain a student success plan in collaboration with parents and the school counselor.

The Connection Coach will monitor the academic and student engagement of virtual students daily and will be in contact with virtual teachers for students who may need Tier 1 and Tier 2 support. The Connection Coach will also work with families on an individual basis regarding Tier support.

LEA INSIGHTS

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

K-6 Digital Program

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.

Virtual Campus Coordinator and District Connection Coach will partner to provide and monitor Tier II interventions and provide any special services needed.

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.

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.
The virtual teachers will use data from formative assessments to provide targeted and timely interventions for each student. Students will meet synchronously for one-to-one or small group interventions. A team approach to interventions will be implemented by involving virtual staff, parent/adult, and district staff.

Strategies for interventions include personalizing the student's learning pathway, providing point-in-time, levelized scaffolding, providing multisensory activities, supplying at-home resources for parents, and rewarding success.

If a student is still not mastering the skill, face-to-face sessions will be coordinated with the family, virtual staff, and/or district staff.

7-12 Digital Program

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. The school has designated RTI instructors who are licensed in math and English who will provide help.

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.

weeks.

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

K-6 Digital Program

Virtual Teachers 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.

Virtual students will be responsible for coming on-campus to take interim and summative assessments. Additional testing may be required, including dyslexia screeners and special education evaluation tools.

7-12 Digital Program

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.

Virtual students will be responsible for coming on-campus to take interim and summative assessments. Additional testing may be required, including dyslexia screeners and special education evaluation tools.

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

The district will ensure all requirements of the dyslexia law are met for on-site and remote learners.

K-6 Digital Program

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 will be invited to meet face-to-face with district interventionists.

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.

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.

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 initial screening will include these without limitation: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, and encoding.

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.

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.

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. The Danville School District dyslexia specialist will communicate with Virtual Parents regarding Level II screening results, progress monitoring, and student engagement in dyslexia services via Zoom, telephone, email, or in-person conferencing.

Interventions - Dyslexia services will be provided to students by district interventionists on campus 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 coming on campus. Group size for instruction will be determined by the guidelines of the onsite dyslexia program.

Virtual Teachers and District interventionists will serve on the Response to Intervention Committee. These meetings may be more frequent depending on the needs and progress of the student.

Our dyslexia interventionists will serve in a dual role, teaching both remote and in-person learners. Virtual students will be invited to come on campus to receive dyslexia services. Students/families and dyslexia interventionists will work together to make a schedule of sessions that satisfies time and frequency requirements, as well as meeting the fidelity of the program used. Virtual students are expected to attend at regularly scheduled times. If an absence is unavoidable, the school counselor should be notified and will work with the student/family to reschedule. Students who are regularly absent and/or fail to participate will be encouraged to return to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support, or families may elect to homeschool.

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.

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

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.

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.

7-12 Digital Program

The district will use all available assessment data and feedback from Virtual Arkansas instructors to provide support for students in the area of dyslexia. If a student is noticed as struggling by their instructor, the District Facilitator will be notified to begin the screening process for dyslexia. The district will follow the district dyslexia plan to screen students.

Our Dyslexia interventionists will serve in a dual role, teaching both remote and in-person learners. Virtual students will be invited to come on campus to receive dyslexia services. Students/families and dyslexia interventionists will work together to make a schedule of sessions that satisfies time and frequency requirements.

Virtual students are expected to attend at regularly scheduled times. If an absence is unavoidable, the school counselor should be notified and will work with the student/family to reschedule. Students who are regularly absent and/or fail to participate will be encouraged to return to onsite learning. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support, or families may elect to homeschool.

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.

Each family will be worked with on an individual basis to provide dyslexia services.

Dyslexia Process:
https://content.myconnectsuite.com/api/documents/32cbcda0289949ecbff63ce8eeebab3f.pdf

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

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

K-6 Program

For K-2 students, the Virtual Teacher will provide whole-group enrichment instruction and activities. The Virtual Teachers will receive DESE-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.

For 3-6 identified students, Virtual Staff will collaborate with District Staff to coordinate identified student participation in the district gifted and talented program. Gifted and Talented curriculum will be in place of, not in addition to a student's daily schedule. Services and opportunities that are provided by the district and local Cooperative will be available to virtual and on-site students. This participation may be virtual or remote, depending on the service or opportunity.
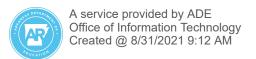
Virtual Teachers will be supported by the ARESC Gifted and Talented Coordinator and District Gifted and Talented Coordinators.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

7-12 Program

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.

Approval Standards.

All Virtual Arkansas AP courses will also be available to 10-12 grade students. 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.

All Virtual Arkansas concurrent credit courses are available to 10-12 grade students.

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students.

GT Approval Letter
https://content.schoolinsites.com/api/documents/ed4d8c1b35f84b81ae38e773 b056dc5a.pdf

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

The district will ensure that all requirements of the District English Learner plan are met for on-site and 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. Students requiring ELL services will be served onsite.

K-6 Digital Program

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.
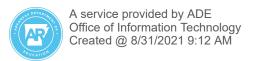
Students who have been identified as needing ESOL/ESL supports will receive instruction onsite from an ESL teacher. The ESL director and school counselor will work with families to determine a schedule.

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.

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.

7-12 Digital Program

The district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including FLPA21 screening and

are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

Students identified as English Language Learners will receive instruction onsite from an ESL teacher. The ESL director and school counselor will work with families to determine a schedule.

Each family will be worked with on an individual basis to provide ELL services as needed.

ESOL Handbook:
https://content.myconnectsuite.com/api/documents/3e922222dd704201849b24829ecbdb0e.pdf

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

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. 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 will be invited to meet face-to-face with district special education certified staff.

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.

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).

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices designed to meet the needs of students with disabilities:

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

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.

7-12 Program

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

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.   Students who have been identified as needing special education services will be invited to meet face-to-face on campus by district special education certified staff.

Virtual Teachers use curriculum and instructional strategies that include the following evidence-based practices, including Universal Design for Learning, which is designed to meet the needs of students with disabilities:

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 preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.)

For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

Special education and related services will be offered and encouraged onsite. State services will be offered through Google classroom, Zoom, and Teletherapy.

Each family will be worked with on an individual basis to provide services as needed.

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.

K-6 Digital Program

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.

7-12 Digital Program

All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. 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.

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 instructional supports for teachers.

The district offers a number of professional development opportunities during the summer, and virtual teachers are welcome to enroll in the on-site courses through ESCWorks. In addition to local support, each program will include additional support from our partner providers.

K-6 Digital Program

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.

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.

7-12 Digital Program

The district will be utilizing Virtual Arkansas as our digital content and digital instruction solution. 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.

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?

The district employs a curriculum administrator who is always available to support onsite and virtual faculty. Curriculum maps will be shared with AR River for K-6 at the beginning of each semester to ensure that teachers are aligning instruction and pacing with district expectations.In addition to local support, each program will include additional support from our partner provider.

K-6 Digital Program

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.

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.

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.

7-12 Digital Program

The district 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

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.

LEA INSIGHTS

The district will provide equitable access to opportunities for all students, including those living in poverty, who are homeless, migrant students, foster students, and military-connected students.

The district conforms to the National School Board Association's definition of equity:

We affirm in our actions that each student can, will, and shall learn. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need, requiring that discriminatory practices, prejudices, and beliefs be identified and eradicated.

We use both information and hard and soft data to ensure that we are providing appropriate supports to all students.

K-12 Digital Program

Equitable access to opportunities for success for Atkins School District students' needs are embedded within district systems used to support both onsite and digital students.

Protocols and procedures for the identification of students living in poverty, living in homelessness, migrant students, foster care, and military connected students will be implemented for all Pottsville School District students just as for onsite students. District and school personnel to support each type of student population will participate in quarterly collaborative sessions to share identification and support provided as well as troubleshoot barriers to providing the appropriate and necessary support for such identified students who are also enrolled in virtual program at Pottsville School District.

The Child Nutrition Department works with the coordinators of homeless, foster, and migrant programs to identify and qualify students to receive free meals with the NSLP. Child Nutrition also participates in the Direct Certification process which helps identify students/parents who use SNAP benefits. These benefits automatically qualify students and students in their same household to receive free meal benefits.

Pottsville School District Policy:
4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Pottsville School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the Title IX Coordinator who may be reached at 973 Pine Ridge Road, Pottsville, AR/phone 479-968-8101/ or email tara.thompson@pottsvilleschools.org) or the 504 coordinator who may be reached at 6926 River Road, Pottsville, AR/phone-479-890-6631/or email - taba.thurman@pottsvilleschools.org
For further information on notice of non-discrimination or to file a complaint, visit: http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

In addition, the ARESC K6 Virtual Consortium will serve as an extension of the school district. This option for students and families will be a partnership involving district staff, virtual staff, and parent/adult home learning coach. In addition to the information provided through the Digital Learning Plan Template entered into LEA Insights, please find a brief overview of ways students will be connected to their home district. Some of these include, but are not limited to:

Calendars
K6 Virtual Staff will be flexible enough to allow each child to operate on the same calendar as their sending district. We will make the adjustments to their daily expectations and work assignments based on their sending school calendar.

District Connection Coach
Each participating district will provide a staff member that will serve as ambassador for virtual learning and their district, - bridge from school to virtual campus - the local "face" of the virtual campus advocate for their students and families,
support seeker/partner with K6 Virtual Staff to provide support for students and families first line of communication and contact for parents and students for district information, technology support, and overall help. The Connection Coach will
enroll students, coordinate orientation activities/on-site sessions, and build relationships with families. The Connection Coach will also receive training and work with virtual staff to establish a communication chain.

Communication
The School Principal and K6 Virtual Principal will communicate on a daily and/or weekly basis regarding virtual students.
Virtual and district staff will use ZOOM, email, phone, text and face-to-face methods to communicate with students and parents. The district and virtual staff will create a communication plan that meets the needs and expectations of the students, parents, and schools.

Connection Strategies
One of the goals of the K6 Virtual Campus will be to keep students connected to their sending district and community they live in.   Some of the strategies include:

include:
*Enroll students from the same grade and district in a district-specific online course shell, when numbers allow for an effective district-specific online community.
*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 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.
*In partnership with the District Connection Coach, 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.)
*District team will meet to determine needed support and services for each child enrolled in the K6 Virtual Campus. A personalized student success plan template will be provided to participating districts as a resource to guide their efforts.
*Student and Parent Learning Coach Orientation will be held at the district in partnership with district staff.
*A district's essential standards will be incorporated into the curriculum to pull out focus targets.

Connection to Counseling Services
Once the student enrolls in the K-6 Virtual Campus, a counselor will be assigned to the student. Since the students are still enrolled at the local school, parents and students can always contact the school counseling office. The K6 Virtual Principal will be available to coordinate any meetings or assistance needed.

Parent/Teacher Conferences
These 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.

Student Services
All Special Student Services would be a partnership between the district staff and the virtual campus staff. The student is enrolled at the district where the district holds the IEP, 504 plan, Dyslexia plan, ESL plan, gifted and talented designation, and therapy referrals. The ultimate responsibility for meeting the special needs and plans for a student is held by the sending school. The virtual campus and staff would implement the modifications, attend district meetings as requested, provide documentation and support, and perform the same responsibilities the teacher-of-record at the district would perform for special student services in their classroom.

Tech Support
The member districts' tech teams will provide support as needed.

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 be responsible for coordinating with building testing coordinators for onsite summative testing of virtual students. Methods of communication with parents will include email, letters home, and/or phone calls to ensure families are aware of testing times and other pertinent information.

K-6 Digital Program

The district contact 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 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 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.

7-12 Digital Program

Virtual Arkansas requires trained proctors for major assessments. Students must test onsite.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.

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 Digital Program

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.

Teacher Effectiveness: ARESC Virtual Academy will follow Arkansas Teacher Effectiveness Support System for teacher evaluations with scheduled and non scheduled virtual classroom visits.

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.

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.

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.

Timeline: ARESC will schedule daily, weekly, monthly, and quarterly periodic stakeholder meetings to discuss the effectiveness of the digital learning program.

7-12 Digital Program

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.

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.

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.

Curriculum Effectiveness: The content in the learning management system will

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.

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.

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. Monitoring student growth, grades, and other data regularly will allow the district insight as to whether or not virtual instruction is helping each student to meet academic standards.

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)

School counselors will be the point of contact for all virtual students. Counselors will check on students and families regularly and will be available during school hours to help virtual students with digital learning and other inquiries.

K-6 Digital Program

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.

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.

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.)

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.

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.

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

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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 Digital Program

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).	https://content.myconnectsuite.com/api/documents/24c2bea807b44eb98ca8b0
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/spreadsheets/d/1NHhHojFamZhmz1JGFhSRCPGnoiF_F

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://content.myconnectsuite.com/api/documents/d4ce7be49d854590bf4700
Please provide a link (URL) to the discipline policy for digital learning students.	https://content.myconnectsuite.com/api/documents/d4ce7be49d854590bf4700
Please provide a link (URL) to the grading policy for digital learning students.	https://content.myconnectsuite.com/api/documents/d4ce7be49d854590bf4700

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