



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Mammoth Spring School District (2501000)

School Year 2022-2023

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.
A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.
NOTE: The approved application must then be posted on the district website - State Required Information.

District:
LEA #: 2501000
Superintendent: Jennie Whisnant
Email: jwhisnant@mssd.us
Phone: (870) 625-3612 Ext. 405
Duration Requested (not to exceed three years): 3 Years
(School year 2022-2023 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
2501001 - Mammoth Spring Elem. School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
2501002 - Mammoth Spring High School		Synchronous		

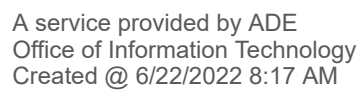


Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>K-8 TRVP (TRVP)</p> <p>All instruction will be synchronous, and students will be required to meet daily. However, a district may determine that the needs of a student with extenuating circumstances would be better met with asynchronous instruction. In these cases, attendance will be taken through the evidence of completed assignments. Monitoring of synchronous and asynchronous interaction will occur on a daily basis, but a waiver is needed for the manner in which attendance is calculated.</p>
				<p>9-12 MSVP</p> <p>All instruction will be asynchronous, and students will be required to log in daily and complete all of the daily required work. Attendance will be taken through the evidence of completed assignments. Students will be able to contact their instructor or tutor during posted hours for assistance. Monitoring of asynchronous interaction will occur daily, but a waiver is needed for how attendance is calculated. Teachers will notify the CCC if students 5 days are missed. CCC will then contact the parents by email, letter, and/or phone to see what additional services are needed. Teachers will notify the CCC if 8 days are missed. The CCC will then contact the high school principal who will reach out to the parents about additional services needed or if the student needs to return to on-site learning. If 10 days are missed, the high school principal will file with the juvenile court for lack of attendance.</p>



LEA# 2501000

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.



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)	A waiver is being requested due to the anticipated student:teacher ratio in K-8 classes--30:1 (K-2) and 50:1 (3-8).
Teaching Load Number of students: 150 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	



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.
				9-12 MSVP 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. A waiver is not requested for 9-12.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-10-126	



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>K-8 TRVP</p> <p>All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p>
				<p>9-12 MSVP</p> <p>All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Six-hour instructional day guidelines will exceed age-appropriate screen time limits. A waiver for the 6-hour instructional day will be utilized to provide instruction within the parameters of the recommended screen times.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>7-8 TRVP</p> <p>A WAIVER IS BEING REQUESTED FOR CLOCK HOURS FOR 7TH AND 8TH GRADE COURSES EARNING CREDIT. STUDENS WILL RECEIVE CREDIT FOR THE COURSE BASED ON SUCCESSFUL COMPLETION OF COURSE WORK INSTEAD OF CLOCK HOURS.</p>
				<p>9-12 MSVP</p> <p>All students learn at a different pace, based on age as well as background. Virtual learning allows the flexibility for class times to be conducted based on age and appropriate time limits. Course mastery will be based upon 120 clock hours.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
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)	K-8 Tri-Region is requesting a waiver for the requirement to provide forty (40) minutes of recess due to the fact that instruction is 100% virtual.

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.



The K-8 TRVP will primarily be a synchronous model for K-8 core instruction. The synchronous model will allow for structured learning, increased interaction, and direct instruction for virtual students. This model will also allow for improved student-teacher relationships and targeted learning for all students.

REQUIREMENTS FOR THE SCIENCE OF READING WILL BE ENSURED BY EMBEDDING AND SUPPLEMENTING INTO THE CURRICULUM A DESE-APPROVED CORE LITERACY PROGRAM THAT EFFECTIVELY ADDRESSES PHONOLOGICAL AWARENESS, PHONICS, VOCABULARY, COMPREHENSION, AND FLUENCY. THE CURRICULUM FOR K-2 WILL TARGET AND MONITOR THE STUDENTS' PROGRESSION TOWARDS MASTERY OF WORD RECOGNITION (PHONOLOGICAL AWARENESS, DECODING AND SIGHT WORD KNOWLEDGE) VIA FORMATIVE ASSESSMENTS AND OTHER PROGRESS-MONITORING TOOLS SUCH AS DIBELS. INSTRUCTION WILL OCCUR SYNCHRONOUSLY FIVE DAYS A WEEK AND IN REAL TIME.

An asynchronous option will be made available to students with extenuating circumstances and at the discretion of participating districts. The virtual lessons will be made available to asynchronous students on a weekly basis.

Teachers:

Teachers are expected to upload all resources and materials at least one day prior to the virtual lessons. Teachers will teach daily virtual lessons for core instruction for students in the synchronous environment. virtual lessons will be recorded so students can revisit the lessons for a refresher, or if the student missed a virtual lesson.

Teachers will remind students to attend virtual lessons, pull small groups, and/or work 1:1. These requests will be based on student needs identified by robust grading practices. Teachers will be available for additional support during their office hours so that synchronous and asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of one business day. All teachers will have daily designated office time for support.

Students:

Regular attendance to the virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete 178 days of instructional content. Days missed due to illness or other events will be made up through small group instruction, asynchronous lesson review, or other methods deemed to be in the best interest of the student. If additional time or support is needed, the student and/or caregiver should contact the teacher during his or her office hours

Asynchronous students are expected to follow the policy set by their districts regarding the standards for completion of work in a timely manner



district regarding the standards for completion of work and timely manner.

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.

The 9-12 MSVP will mainly be an asynchronous model for 9-12 core instruction. The asynchronous model will allow for structured flexibility in the learning process. This model will also allow students to advance and take a more varied program of study.

Teachers:

Teachers will have all resources and materials for the full course uploaded prior to the start of the virtual lessons. Students will be required to set up an appointment with the instructor bi-monthly for a specific time by phone, zoom or during the teachers set office hours. Students with grades less than a 70% will set up tutoring assistance weekly during the following hours: Monday - Friday 8 a.m. - 10 p.m, Saturday 9 a.m. - 7:30 p.m., and Sundays 6:30 p.m. - 10:30 p.m.

Teachers will remind students to complete a specific set virtual lesson in a set amount of time to keep students on track and if need be work 1:1.

Teachers will notify the CCC if students 5 days are missed. CCC will then contact the parents by email, letter, and/or phone to see what additional services are needed. Teachers will notify the CCC if 8 days are missed. The CCC will then contact the high school principal who will reach out to the parents about additional services needed or if the student needs to return to on-site learning. If 10 days are missed, the high school principal will file with the juvenile court for lack of attendance. Teachers will be available for additional support during their office hours so that asynchronous students (and their parents/caregivers) can communicate with the teachers as the need arises. Turnaround time for responses from teachers is a maximum of 2-3 business days. All teachers will have daily designated office time for support.

Students:

Regular completion of virtual lessons is crucial to the academic growth of the students; therefore, it is expected that students will attend and complete the full course of instructional content each semester. To help students to be successful, students will be required to set up an appointment with the instructor bi-monthly for a specific time by phone, zoom or during the teachers set office hours. Students with grades less than a 70% will set up a tutoring assistance weekly during the following hours: Monday - Friday 8 a.m. - 10 p.m, Saturday 9 a.m. - 7:30 p.m., and Sundays 6:30 p.m. - 10:30 p.m. Students who do not log in during regular school days and complete the specific set of virtual lessons and are not on target to complete the course, may request extra time. However, it is the responsibility of the student and/or caregiver to contact the teacher during their office hours and request additional time. If there are extenuating circumstances, there is a limit of one extra week per semester for additional time



LEA INSIGHTS

one extra week per semester for additional time.

All students have a variety of options for connecting synchronously with our teachers--email, office hours, etc. Students also have their teachers' phone numbers.



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.

The K-8 TRVP will utilize online virtual (remote) learning through Google Classroom, Google Meet, and Zoom. The program will provide instruction using a model that is primarily synchronous with an asynchronous option. Students will engage in digital coursework through Google Classroom. All students will have the opportunity to participate in virtual lessons sessions for synchronous learning with the teacher. All virtual lessons sessions will be recorded using Zoom, housed in Digital Sandbox, and linked in Google Classroom so that asynchronous students will have access to the digital content. All learning and instruction will be virtual.

9-12 MSVP

The MSVP will utilize the online virtual (remote) learning program from Edgenuity and Zoom. The program will provide instruction using a model that is primarily an asynchronous option. Students will engage in digital coursework through the Edgenuity Platform. All students will have the opportunity to participate in virtual lessons sessions for asynchronous learning with the teacher. All virtual lessons sessions will be pre-recorded housed on the Edgenuity Platform so that they are asynchronous. Most learning and instruction will be virtual. CTE classes will be a blended model. If students opt to participate in CTE classes virtually, students will be required to attend certain class sessions on-site to obtain the hands-on requirements of the course or students will enroll for on-site CTE classes. If a student enrolls for an on-site class, they will be required to follow all of the on-site course requirements.

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.



The K-8 TRVP delivery of instruction for K-6 students will be 100% virtual/remote. The K-8 TRVP will provide Arkansas certified teachers of record for virtual learners. The K-8 TRVP teachers will be solely dedicated to remote instruction. The K-8 TRVP will have Arkansas certified teachers as the instructors for all course content via the Google Classroom CMS. This program is a model of synchronous, targeted instruction for course content and enrichment, with an asynchronous option.

The K-8 TRVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the TRVP teachers and district CCCs throughout the year.

Responsibilities of the CCCs may be to:

- Monitor progress in real-time,

- Serve as an ambassador for the district,

- Advocate for their students and families,

- Serve as a support seeker,

- Serve as the first line of communication and contact for parents and students for the district,

- Provide information technology support, and overall help,

- Partner with the virtual staff to provide support for the students,

- Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families,

- Address issues that tend to be "high touch"

- Act as the local "face" of the virtual campus and bridge interactions between the virtual campus and district

The Mammoth Spring Elementary Counselor will be the CCC.

9-12 MSVP

The 9-12 MSVP delivery of instruction for 9-12 students will mainly be virtual/remote. The 9-12 MSVP will provide Arkansas certified teachers of record for virtual learners. The 9-12 MSVP teachers will be solely dedicated to remote instruction. The 9-12 MSVP will have Arkansas certified teachers as the instructors for all course content via Edgenuity. This program is a model of asynchronous, targeted instruction for course content and enrichment, with synchronous tutoring..

The 9-12 MSVP teachers will work in tandem with districts' point-of-contact personnel for their virtual students. These designees will be referred to as the Campus Connection Coaches (CCCs). Training and support will be provided to the MSVP teachers and district CCCs throughout the year by Edgenuity.

Responsibilities of the CCCs may be to:

- Monitor progress in real-time,

- Serve as an ambassador for the district



- Serve as an ambassador for the district,
- Advocate for their students and families,
- Serve as a support seeker,
- Serve as the first line of communication and contact for parents and students for the district,
- Provide information technology support, and overall help,
- Partner with the virtual staff to provide support for the students,
- Enroll students, coordinate orientation activities, facilitate on-site sessions, and build relationships with families,
- Address issues that tend to be “high touch”
- Act as the local “face” of the virtual campus and bridge interactions between the virtual campus and district

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



TRVP teachers will provide daily, synchronous instruction for virtual students. In cases where asynchronous instruction is required due to extenuating circumstances or absence, the teacher will make contact with the virtual student concerning the asynchronous content. It is highly encouraged that synchronous and asynchronous students attend and/or view all virtual lessons sessions each week. Research shows that students who attend virtual lessons are more successful than students who do not attend virtual lessons sessions. Virtual lessons provide for real-time direct instruction with individual and small groups of students using voice-over IP, chat, electronic whiteboard, and shared web surfing. These daily sessions allow teachers and synchronous students to interact with one another in real-time in a virtual classroom. In addition, virtual sessions will be recorded and saved for asynchronous students to view using a flexible schedule based on personalized student need. Synchronous students may also revisit these recorded sessions at a later date if they have scheduling conflicts or want to refresh themselves on the topics covered.

Teachers, parents, and students will be able to communicate using the Google Classroom CMS or via email. TRVPI teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.

Teachers will send a Welcome message via Gmail and/or Google Classroom message prior to the course start date.

Teachers will complete the grading of assessments within 2-3 business days
Teachers will complete the grading of portfolio items within 4-5 business days

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Gmail and/or Google Classroom messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Gmail and/or Google Classroom messages, pop into virtual lessons, or meet during the teacher's set office hours. Virtual teachers will also pull small groups or work 1:1 with students based on needs.

9-12 MSVP

MSVP teachers will provide daily, asynchronous instruction for virtual students. In cases where synchronous instruction is required due to the needs of the student, the student will make contact with the teacher concerning the asynchronous content. It is highly encouraged that asynchronous students attend and/or view all virtual lessons sessions each week as scheduled. Virtual lessons provide for instruction with individual students using pre-recorded lessons. Chat, electronic whiteboard, and



Students using pre-recorded lessons, chat, electronic whiteboard, and shared web surfing with tutors and instructors will provide additional instructional for students. These sessions allow teachers to work synchronously with students and to interact with one another in real-time in a virtual classroom. In addition, students will be able to view the lesson multiple times as needed and the flexibility to schedule their time based on personalized student needs. To help students to be successful, students will be required to set up an appointment with the instructor bi-monthly for a specific time by phone, zoom or during the teachers set office hours. Students with grades less than a 70% will set up a tutoring assistance weekly during the following hours: Monday - Friday 8 a.m. - 10 p.m, Saturday 9 a.m. - 7:30 p.m., and Sundays 6:30 p.m. - 10:30 p.m. Instructors will notify the CCC if students do not set up an appointment with the instructor bi-monthly or if students with less than a 70% set up tutoring assistance weekly. The CCC will also be checking with the instructor to make sure students are setting up appointments as well as tutoring if needed.

Teachers, parents, and students will be able to communicate using phone, chat, zoom, or via email. MSVP teachers are expected to monitor students and provide timely grading and robust feedback on assignments for students, parents/caregivers, and District CCCs. Teachers will communicate regularly with the district CCCs and provide access to their students' progress so that the CCCs can fulfill their responsibilities in helping to ensure student success.

Teachers will send a Welcome message to all students prior to the course start date.

Teachers will complete the grading of assessments within 2-3 business days
Teachers will complete the grading of any portfolio items within 4-5 business days

Communication between virtual teachers, parents, and students will be addressed via age-appropriate means, such as Chat, Zoom or emailed messages. All student and teacher communication is captured and logged. Students and parents can request meeting times through the Edgenuity message system or meet during the teacher's set office hours.



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?



The K-8 TRVP will not utilize district waivers for class size. The following student: teacher ratios will be followed:

Core Courses

Early Elementary School (K-2): The average student-to-teacher ratio for early elementary school core courses is (30:1).

Upper Elementary School (3-6): The average student-to-teacher ratio for upper elementary school core courses is (50:1).

MIDDLE SCHOOL (7-8): THE AVERAGE STUDENT-TO-TEACHER RATIO FOR UPPER ELEMENTARY SCHOOL CORE COURSES IS (30:1)

Non-Core subjects will be integrated into the elementary instructional day

THE DISTRICT WILL PROVIDE NECESSARY INSTRUCTIONAL SUPPLIES AND MATERIALS TO ALL STUDENTS. THIS INCLUDES STUDENT-ISSUED CHROMEBOOKS, CHARGERS AND ANY ADDITIONAL INSTRUCTIONAL SUPPLIES NECESSARY FOR EFFECTIVE INSTITUTION AND STUDENT SUCCESS. THE DISTRICT WILL PROVIDE A MOBILE HOTSPOT IF NECESSARY, TO ELIMINATE BARRIERS FOR FAMILIES WITHOUT ACCESS TO WI-FI OR WHO ARE EXPERIENCING UNSTABLE WI-FI CONNECTIVITY, ALTHOUGH IT IS NOTED THAT HIGH SPEED INTERNET WORKS THE BEST.

DISTRICT ESOL, SPECIAL EDUCATION, GIFTED EDUCATION, AND STUDENT SERVICES WILL PROVIDE ASSISTANCE TO VIRTUAL SCHOOL COORDINATOR WHEN NEEDED TO ENSURE ALL THE STUDENT NEEDS ARE BEING MET.

THE DISTRICT WILL DETERMINE THE EFFECTIVENESS OF STUDENT SUPPORTS BY ANALYZING VARIOUS DATA SETS INCLUDING BUT NOT LIMITED TO STUDENTS' ATTENDANCE, LEVELS OF ENGAGEMENT, AND MASTERY OF ESSENTIAL STANDARDS, AS WELL AS RESULTS FROM TEACHER'S STUDENT AND FAMILY SURVEYS.



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?

The K-8 TRVP will not utilize district waivers for teaching load.

Teaching load will not exceed 150 students

Technology / Platforms

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

Students in the K-8 TRVP will use Google Classroom as the CMS. At home or wherever the Internet is accessible, this user-friendly online system connects students with their lessons, teachers, and resources.

STUDENTS IN THE K-8 TRVP WILL USE GOOGLE CLASSROOM AS THE CMS.

9-12 MSVP

Students in the 9-12 MSVP will use Edgenuity.. At home or wherever the Internet is accessible, this user-friendly online educational program which connects students with their lessons, teachers, and resources.

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.



The K-8 TRVP will use a curriculum that has been developed in conjunction with DESE that is based on Arkansas Academic Standards and current state initiatives such as Science of Reading, AR Math QuEST, and GPS. Google Classroom will be utilized to deliver K-8 core content. Courses consist of direct instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The Virtual option teachers can monitor student progress using the grading and monitoring tools available in Google Classroom, as well as 3rd party data reporting tools that operate with Google Classroom content.

Reading instruction is crucial in the overall success of students. Core literacy instruction will be aligned to the Science of Reading and use an approved core program. Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction. Some items used may include the digital version of the Wilson Reading System, Heggerty Digital Curriculum, and other more traditional resources such as decodable texts and reader class sets. Materials may also include manipulatives such as pointers, markers, dry-erase boards, and counters.

TRVP will collaborate with participating districts and purchase the needed instructional materials, programs, and teacher supplies. Explain how each content will be addressed *Details to come”

9-12 MSVP

The 9-12 MSVP will use a curriculum that Edgenuity has developed and received approval from DESE that is based on Arkansas Academic Standards and components of Science of Reading, AR Math QuEST, and GPS. Courses consist of mainly indirect instruction, videos, rigorous assignments, performance tasks, and assessments to engage all students. The teachers can monitor student progress using the grading and monitoring tools available in Edgenuity. CTE classes will be a blended model. If students opt to participate in CTE classes virtually, students will be required to attend certain class sessions on-site to obtain the hands-on requirements of the course or students will enroll for on-site CTE classes.

Resources will be aligned to state initiative goals and will include teacher materials and/or programs that will support virtual instruction.



What video communication software is required for any remote student? Please describe the video communication software the teacher will use to facilitate live conferences between two or more participants.

The K-8 TRVP teachers and students will be utilizing ZOOM/Google Meet for all synchronous learning opportunities. These sessions allow teachers and students to interact with one another in real-time in a virtual classroom. In addition, Zoom/Google Meet sessions may be recorded and saved for students who are asynchronous or those who need to revisit at a later date. Zoom/Google Meet allows teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a Zoom/Google Meet session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, invite them to a Zoom/Google Meet session to engage beyond the material covered in the lesson by sharing their writings and collaborating in small groups.

9-12 MSVP

The 9-12 MSVP teachers and students will be utilizing Edgenuity for most asynchronous learning opportunities. Tutoring sessions and teacher sessions will allow teachers and students to interact with one another in real-time in a virtual classroom. These sessions allow teachers to monitor students' progress and invite those students who are struggling with a particular lesson or concept to a session targeted toward that content. In addition, if a subset of students is moving quickly through their lessons and demonstrating mastery of the lesson objectives through their assessments, students will be able to complete additional credits.



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.

Each 100% virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot. However, we do live in a remote area and there are places a hotspot will not connect. It will then be the caregivers responsibility to see the student has the needed internet service to complete their sessions.

9-12 MSVP

Virtual student will be assigned a district device. Students who do not have reliable internet service will be provided with a district-issued hotspot. However, we do live in a remote area and there are places a hotspot will not connect. It will then be the caregivers responsibility to see the student has the needed internet service to complete their sessions.

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.



The Mammoth Spring School District will continue to offer breakfast and lunch to all students including students who are virtual. Virtual students will be able to pick up a weekly food distribution of breakfast and lunch on Fridays from 3:15 - 3:45. If there is a conflict with the food pick up time, guardians or students may call the school and make arrangements for a different pick up time. Mammoth Spring School District will also continue the once a month general food box distribution. Dates and times of such distribution will be available on the district website, on the district Facebook page, or individuals may call the school for dates and times.

The K-8 TRVP teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. Google Classroom 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 the district will be notified. Teachers are trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to teachers to support SEL strategies.

The 9-12 CCC is trained to employ actions and behaviors to ensure the physical and mental health of students. The CCC will use 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 the district will be notified. The CCC is trained to report maltreatment/abuse to the Department of Health Services. Additionally, appropriate professional development such as G.U.I.D.E. for Life will be provided to 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.



Mammoth Spring School District has access to the Google Classroom in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with TRVP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Mammoth Spring School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through Google Classroom provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students.

The Virtual option will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the K-6 TRVP. The Campus Connection Coach is elementary counselor, Jeannie Earls

9-12 MSVP

Mammoth Spring School District has access to the Edgenuity Platform in order to monitor students in real-time. Teachers will initiate intervention when it is determined a student isn't actively engaging or successfully mastering the content. Regular and frequent assessment will be utilized to identify struggling students. Students who demonstrate lack of achievement will participate in conversations with MSBP and their district to arrive at solutions to the lack of progress. In cases where needed, teachers will involve the partnering school through the CCC. Mammoth Spring School District will provide a CCC. This point of contact will monitor virtual student progress, welfare, and attendance through the Edgenuity Platform provided reports (gradebook, student performance to proficiency, mastery of objectives, user activity, test analytics, enrollments, student course enrollment, course details, and user details). The CCC will report any issues or concerns on academics, welfare, engagement, etc to the building principal to handle, based on school district policy. The CCC will also set up a regular communication schedule with the virtual teachers regarding the progress of virtual students. Teachers will notify the CCC if students 5 days are missed. CCC will then contact the parents by email, letter, and/or phone to see what additional services are needed. Teachers will notify the CCC if 8 days are missed. The CCC will then contact the high school principal who will reach out to the parents about additional services needed or if the student needs to return to on-site learning. If 10 days are missed, the high school principal will file with the juvenile court for lack of attendance.

Edgenuity will provide training and support for the Campus Connection Coach. Appropriate training will be provided by the 9-12 MSVP. The Campus



Each appropriate training will be provided by the 9-12 team. The Campus Connection Coach is high school counselor.

9-12 Edgenuity teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.



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

K-8 Tri-Region Virtual teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions. Virtual teachers will make phone calls to offer support. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.

9-12 MSVP

9-12 MSVP teachers will be trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 interventions. Students may be asked to join additional intervention sessions and/or watch recorded sessions. Teachers may use office hours for interventions. Tutoring or other 1:1 support may be provided to ensure academic progress. If those interventions are not successful, the virtual teacher will reach out to the partnering CCC regarding additional Tier 2 or Tier 3 interventions.

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



In the K-8 TRVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and pre-tests aligned to the summative assessments. A variety of assessments will be utilized through the course with open-ended discussions/assessments, choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice). Assignments will be aligned to SoR, QuEST, and GPS, and will include recognized assessments such as DIBELS, PAST, etc.

9-12 MSVP

In the 9-12 MSVP, formative assessment will be used to support learning. For example, periodic formative assessments, checks for understanding, and tests aligned to the summative assessments. A variety of assessments will be utilized through the course with choice response activities, multiple-choice, and hybrid assessments(open-ended and multiple choice).

The Mammoth Spring School District will use formative assessments to identify learning gaps. Students with significant learning gaps will be required to attend tutoring session on-site or return to on-site learning.



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

The K-8 TRVP provides accessibility tools to support students with dyslexia. Phonological awareness and phonics strategies will be embedded in synchronous daily lessons to improve fluency for dyslexic students. The virtual teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow-up with appropriate school district procedures.

9-12 MSVP

The Edgenuity Program provides accessibility tools to support students with dyslexia. The Edgenuity Teacher will monitor students for possible learning difficulties and notify the CCC. The CCC will follow-up with appropriate school district procedures.

Students at the Mammoth Spring School District who have been identified with dyslexia tendencies and receiveing interventions will recieve interventions on-site by a certified dyslexia instructor. Any student who decides to attend the MSVP or the K-8 TRVP will be screened when they enroll in the virtual program. The district will ensure all requirements of dyslexia are met for on-site and remote learners.

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



The Mammoth Spring Gifted Teacher will provide gifted virtual students enrolled in the K-8 TRVP from the Mammoth Spring School District with the same curriculum as students on site. Information will be shared through Google classroom. The program will be mainly asynchronously with the ability to for students to participate in group discussions synchronously.

Third grade students in the K-8 TRVP from Mammoth Spring will take the same assessment as all third grade students at the Mammoth Spring School District. The CCC will make arrangements for virtual students. Students above third grade who exhibit gifted traits, will be referred by the virtual teacher. Referrals can also be made by parents or by self-referral and will be tested in accordance with the district's GT identification and placement procedures.

Students who are identified as gifted will be admitted into the gifted program and receive the same instruction as all other gifted students in the Mammoth Spring School District in accordance with requirements from GT Program Approval Standards. The district will ensure GT Program Approval Standards are met for virtual learners.

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

K-8 TRVP teachers will provide all accommodations and modifications as stated on LPACS.

MSVP 9-12 program evaluations will be scheduled on-site with the ESL Coordinator. ESL services will be provided remotely utilizing ESL staff. Accommodations will be provided through the learning management system. Students will be scheduled on-site for ELPA 21. Staffing ratios for ESL services will be based on program standards, and time will be scheduled in the day for providing virtual services proportional to student enrollment. The district will ensure LPAC plan requirements are met for virtual learners.



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

K-8 TRVP teachers will provide all accommodations and modifications as stated on district-developed IEPs and 504s. They will participate in conferences, as needed in the capacity of a general education teacher.

MSVP 9-12 Special Education services and support will be determined by the student's IEP Committee. This committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties, including district and parents/guardians. Accommodations will be provided through the virtual learning program specific to the students grade level. Students will be scheduled on-site for special education evaluations. Conferences can be conducted by choice of parent- either virtually or onsite.

Students who are remote learners will be required to be evaluated on-site. Students who exhibit signs of a possible learning disability will also be required to complete the initial testing on-site. Special education will be provided based on rules and regulations.

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.

Digital accommodations include, but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources. Student services committees may determine additional accommodations based on individual student needs.

Assisted technology will be utilized as necessary for student achievement.

Teacher Supports

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



The K-8 TRVP will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Professional Development offered by the Tri-Region Cooperatives is approved by the Arkansas Department of Education and counts towards the required 36 hours of Professional Development required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards. Through direct access to content specialists and DIGITAL LEARNING UNIT specialists at each co-op, continuous professional development will be available to all TRVP teachers.

9-12 MSVP

The Edgenuity Program will address the support for professional development for online teachers and might address how this support aligns with the National Standards for Quality Online Teaching. Virtual teachers will meet the Professional Development in accordance with an approved method by the Arkansas Department of Education required for teachers each year. Additional continuous learning requirements for certification are generally met through graduate-level course work and/or additional external training opportunities. Trainings should focus on developing virtual classroom management, digital pedagogy, data-driven instruction, techniques for supporting social-emotional health of students in a virtual space, techniques for supporting diverse learning groups (exceptional students, gifted students, language learners), and techniques to support a mastery-based instructional model to ensure students have multiple pathways and opportunities to successfully master learning standards.



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 K-8 TRVP will, at a minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time (40 minutes per day).

The Edgenuity Program will insure the guidelines and policies set by the State of Arkansas in regards to teacher planning time and their program will be followed.

District Supports

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

The local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

In order to ensure all digital learners have equitable access to virtual instruction, MSVP provides every student, regardless of living situations, with one initial Chromebook and charger. If necessary, a mobile hotspot to access the internet (Mobile Hotspot Agreement). If the Mobile hotspot is not sufficient, the parent/guardian will be responsible for connecting to a reliable internet service. Bear Necessities provides basic needs such as clothing, food, and school supplies to remove barriers to student learning. The equity coordinator for the district and is responsible for ensuring equitable access is available for all students and handling inquiries regarding non-discrimination policies. Additionally, the district will use the following measures to ensure equitable access: budgeting and use of state and federal funds to provide equal access to all educational services, coordinating the district support service programs, including Special Education, 504, ESL, GT, counseling services, etc. The local school/district will provide all appropriate testing and support services for all students. Virtual teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.



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

All virtual students will be required to participate in statewide summative and school/district required testing (NWEA MAP, Istation, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis. Virtual staff will participate by communicating with parents and students, as needed, to ensure a smooth assessment.

Summative ACT/ACT Aspire, ACT Aspire Interim, Star assessments as well as K-2 screeners are administered onsite for digital learning students. Parents will sign a contract prior to a student being enrolled in a virtual program. The contract will state requirements of a virtual student and if the parent or student fails to meet the requirements, the student will be required to return to on-site learning. Students who do not return to on-site learning will be referred to the juvenile court system. Parents will be notified of onsite testing requirements during student enrollment and registration. Student/family refusal to test on site may result in denied enrollment in the virtual academy. Students will test onsite as per DESE guidelines in their grade-level buildings. The assessment plan/schedule will be directed by the building test coordinator with input from the CCC. Virtual students will test as a cohort and may test at the same time as onsite students, depending on student needs, personnel availability, and DESE assessment flexibility provisions. Schedules for assessment and expectations will be communicated in advance by letter, phone call, and email to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the Assessments. The CCC will assist the building test coordinators with communication to students and families regarding testing dates, times, and options.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.



The Mammoth Spring School District will use resources from the North Central Coop and from the DESE Digital Learning Webpage <https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-k-12> to assist the virtual programs.

TRVP will utilize students' formative assessments, parent communications, conferences, surveys, students' summative data, and district collaboration to monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students.

The effectiveness of the Mammoth Spring Virtual Program (MSVP) will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative and summative assessments such as ACT Aspire and Star Testing. Administrators, teachers and counselors will identify students receiving D/F grades to determine instructional next steps, and to monitor students' progress toward meeting graduation requirements. Parent and student surveys will be conducted to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. Committees will be formed and will contribute additional data to evaluate effectiveness. Administrators will also use data and feedback collected from meetings to monitor program implementation levels.

Building administrators will meet with the CCC bi-monthly and will work collaboratively to improve student outcomes across the virtual district programs. Students who are not being successful at a 70% or higher will be contacted weekly by CCC and the parents will be contacted weekly by the high school principal. If students, percentage is not at a 70% or higher at the end of the semester, students will be required to attend on-site instruction for the next semester. Students who fall below a 62% will have two weeks to improve their grades to at least a 70%. Students who do not improve their grades to at least a 70% will be required to attend on-site tutoring. If after an additional two weeks a student does not improve their grade to at least a 70% or do not attend tutoring, will be required to return to on-site instruction.



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)



All students and caregivers will be required to attend an orientation either face-to-face or virtually prior to the start of the school year. TRVP teachers will also provide technology training and support, as well as parent/teacher conferences. Virtual teachers will provide parents and/or families access to their child's Google Classroom assignments and announcements, and parents will have access to the student's grades.

Districts will provide classroom support in the form of technology, instructional materials and supplies, and grade updates.

The Ready for Learning Committee consisting of family, community members, and staff provided feedback and was a key component in the development of the Mammoth Spring Virtual Plan. Throughout the 2020-2021 school year parents, students, and staff have completed surveys, and parents/community members have attended and reviewed the digital learning plan to provide feedback and guide the process. Mammoth Spring School District will facilitate an orientation for MSVP students and families to provide the following:

- An overview of MSVP expectations
- Training on how to navigate the learning management systems (Google Classroom, Edgenuity, and Kami)
- Strategies on how to be successful with online learning

The Mammoth Spring School District will email weekly memos , via email and the

Mammoth Spring School District website, with important information and updates for students. The ESOL will provide community outreach when appropriate for cultural and language support. Parents have access to the Home Access Center, and the Edgenuity Program, or they will receive notifications from Google Classroom to monitor their student's progress.

The CCC will provide parents with progress reports and parents are encouraged to attend virtual parent/teacher conferences conducted each semester or meet with the CCC. At any point during the school year, parents may contact the CCC or an MSVP teacher for individual assistance with digital learning tools, academics, or student support services.



Provide the URL to evidence of the local school board's approval of the waiver request(s). <https://5il.co/1cozc>

Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s). <https://5il.co/s5rw>, <https://5il.co/tpe3>

Policies

Please provide a link (URL) to the attendance policy for digital learning students. <https://5il.co/s2pi>

Please provide a link (URL) to the discipline policy for digital learning students. <https://5il.co/s2ph>, Digital students be expected to follow the on-site discipli

Please provide a link (URL) to the grading policy for digital learning students. <https://5il.co/s2p5>, Digital students be expected to follow the on-site grading

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