



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Riverside School District (1613000)

School Year 2021-2022

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district. A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

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

District:
LEA #: 1613000
Superintendent: Jeff Priest
Email: jeff.priest@riversiderebels.net
Phone: (870) 237-4329
Duration Requested (not to exceed five years): 1 Year
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1613021 - Riverside High School	7-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS CMS



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)	<p>The district will apply for an attendance waiver for 7th- 12th grade virtual students. This waiver will allow virtual students the flexibility to participate in classwork in a way that fits the student and family's schedule.</p> <p>Attendance for RHS virtual students who are interacting asynchronously with the digital content will be calculated each Monday for the previous week of learning. In order for a student to be counted "present" every day of the previous week, s/he will have had to complete five assignments in each class. The number of days present is determined by the number of completed assignments during the previous week. RHS is requesting a waiver for attendance for the asynchronous virtual students in order to calculate and report attendance for the previous week of learning.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<p>Class Size Number of students:</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812(a)(2)	<p>No waiver necessary. The district intends to keep classes within the governing rules regarding class size and teaching load.</p>
<p>Teaching Load Number of students: 30</p>	1-A.5	<p>DESE Rules Governing Class Size and Teaching Load</p>	6-17-812	<p>No waiver necessary. The district intends to keep classes within the governing rules regarding class size and teaching load.</p>
<p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>				
<p>Six Hour Instructional Day (Waiver applies to virtual/remote students only)</p>	1-A.4.2		6-16-102; 6-16-126	<p>Virtual students will be receiving teacher produced videos, web videos, typed instruction, and assessments that are equivalent to the instruction received by in person students. The time and amount of instruction for virtual students and in person students will be equivalent, even though virtual students will be able to access this instructional material and complete assignments whenever it is convenient for them.</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			<p>The district will not need a waiver as the course content and instruction will be sufficient to meet clock hour requirements. This will be calculated by combining the number of hours in instructional videos, estimated time to complete assignments, and time spent on individual communication with the student/teacher. Teachers will monitor this through attendance, as previously mentioned. While virtual students may work at their own pace, the amount of screen time demanded of them to complete the assignments meet the 120 hours per course credit that is required by state law.</p>
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)	N/A

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.



Riverside Public Schools will utilize asynchronous instructional participation for virtual students for the 2021-2022 academic year. This designated structure for virtual students will allow teachers and students to be engaged in teaching and learning at different times and at different locations. More specifically, teachers will post assignments on Google Classroom. This will allow students to work on assignments at their pace and on their own time. Every Friday, teachers will hold virtual office hours during their prep period via Zoom. If students need additional support, they will be able to contact their teachers via email throughout the day or by phone during the teacher's prep period. Students' attendance will be directly related to the work they are completing. Students must log in and complete the attendance assignment, watch videos, and complete homework each day to be counted as present for the day. For example, if a student fails to complete any assignments for the day, then he or she will be counted absent for that day. Students may also be permitted to Zoom into the classroom during instructional time if needed. This will give virtual students an opportunity to participate in real-time learning with their teachers and their peers.

Riverside Public Schools will utilize Virtual Arkansas to supplement some of its course offerings. These are typically elective courses but may be used for course recovery etc. 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/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.



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.

Riverside Public Schools will only offer two learning options for the 2021-2022 school year. Students who are a part of Riverside Online Classroom (ROC) will be allowed to come on campus only for classes that are not offered virtually. If a class is offered virtually, students must take it virtually. There will not be a hybrid learning option where students may pick which classes they choose to attend and which ones they attend virtually. Of course, RPS wants all students to succeed and to have the same opportunities as their peers. Therefore, if a student is virtual and wishes to partake in extra-curricular activities, he or she may do so. Or, if a class is not offered virtually, the student may come on campus for that specific class period.

Riverside Public Schools will utilize Virtual Arkansas to supplement some of its course offerings. These are typically elective courses but may be used for course recovery etc. The district will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

Will teachers be dedicated to primarily remote instruction or serving in a dual role, teaching both remote and in-person learners?

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.

Teachers at RPS will have dual roles during the 2021-2022 academic year. Teachers will teach lessons and record them using SWIVL. This cutting-edge technology allows virtual students to experience first-hand the same lessons and content taught to their peers who are on-site. Teachers will upload the lesson videos, along with accompanying material and assignments, to Google Classroom. From there, virtual students can access the material on their own terms, whenever it is convenient for them.

Our Virtual Arkansas facilitator, Suzanne Presley has been a facilitator for Virtual Arkansas for the past 6 years. She will be there to ensure that the classroom and technology is operational and monitor students. 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.

RPS teachers will be expected to interact with virtual students as frequently as they do with their in-person students. The only difference is that the interactions can be virtual in nature. Aside from the instructional videos and content posted in Google Classroom, teachers and students will be expected to conduct weekly check-ins. This can be completed via email, video conferencing, or through the messaging and feedback on Google Classroom.

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?

Students will be taking Virtual Arkansas classes on campus, in a classroom with a trained facilitator. This person will be in communication with the teacher and student to support them where needed. Tutoring is also available daily after lunch provided by an instructional facilitator.

District will not be asking for a waiver due to school's small class sizes and flexibility with scheduling

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?

No waiver necessary.

Technology / Platforms

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

Google Classroom
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.

The district will be utilizing Google Classroom as its Digital Learning Platform and will use the following curriculums:

ELA-Springboard 7-12

Math-Illustrative Mathematics 7-12

Social Studies/History-Curriculum will be created in accordance with the Arkansas Department of Education

Grades 7-8: Arkansas History/Grade 7 and Grade 8 Standards

Grades 9-12: Arkansas History/African-America

History/Civics/Economics/Psychology/

Sociology/US Government/US History/World Geogr

aphy/World History (Since 1890)/Personal Finance

Science-Curriculum created in accordance with the Arkansas Department of Education

Grades 7-8: New Generation Standards

Grades 9-12: Biology/Chemistry/Physical Science/Environmental Science/Astronomy/Earth Science/Anatomy & Physiology/Physics

Teachers will use IXL, Khan Academy, and MobyMax with students who qualify for remediation service or those who are in need of support, which is to be determined by periodical assessments, Response to Intervention (RTI), or special education testing

Virtual students may also be assigned diagnostic tests and leveled instruction via IXL through English and math classes

Physiology/Physics

Extra Supports give RPS teachers an added tool in the classroom. These tools are often used as supplemental material or as technology support

CommonLit/Quizlet/Kahoot/Edulastic/OpeneBooks/Screencastify/Nimbus/Arkansas Traveler Database

*At this time, the district is evaluating the need for any additional resources virtual students may need for the upcoming 2021-2022 school year.

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



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.

Teachers will utilize Zoom, a web-based video communication program, in order to facilitate live conferences with students and/or their families. One day per week, teachers will transform their prep period into virtual office hours where students can ask questions, get help, or simply check in with their teachers.

Virtual Arkansas students: 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. The Zoom link and Zoom schedule is placed in a common location within each course.

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 digital learning students will be provided a device (Chromebook) in which they can access all classwork. This device will offer any necessary tool or program that is needed to be successful as a virtual student at RPS.

Any student who meets the requirements of being in the ROC program but does not have equitable access to the Internet, there are mobile hotspots available through the district. Each request will be handled on a case-by-case basis.

The parking lots of each school within the district, along with the buses, have a hotspot that emits free Wifi access for anyone in close proximity. Students are welcome to come to the school and access the Wifi at a time that is convenient for them.

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.



This program will continue to offer support to students in the Riverside District by ensuring they are receiving curriculum through an accredited program supported by the Arkansas Department of Education. This program may be an option for students who are currently homeschooled but interested in participating in activities at the local school. It will also offer homeschooled students easy access to all extracurricular activities at the school. Students can join student sponsored organizations, athletic teams, band, choir, etc. as they will be enrolled as Riverside students. The program could also be used as a transition from homeschooling to on site students. In addition, students who are currently enrolled at Riverside may participate in the program if it is determined that the applicant would benefit from this arrangement. These students can work from home but still receive instruction from certified teachers, participate in AP courses, receive additional instruction or tutoring from certified teachers, and receive dyslexia intervention if needed. In order to ensure all virtual students' social and emotional well-being needs are met, these students will also have the option of participating in school sponsored field trips, and Riverside's graduation ceremony.

Riverside School District will be offering breakfast and lunch to Riverside Online Classroom students. These meals will be distributed once a week and will have 5 days worth of breakfast and lunch meals. Distribution days are only on Mondays. Students who are able to come to the school on Monday mornings from 8:30-9:30 can pick up their meals for the week. If for some reason a student does not have transportation to get the meals, other arrangements can be made.

The RPS food back-pack program will be available to any ROC student that qualifies. Eligibility is determined based on household income and individual need. Any virtual student who qualifies for this program can choose to pick up his or her backpack on Fridays or arrangements can be made for delivery.

Families Inc. will be available for all ROC students. Students may come to school for their sessions or Families Inc. will do home visits. The school counselor will readily be available to ROC students through Zoom/Google Meet sessions or in-person appointments.

As described above the teachers will be available daily to their students via email and phone. Additionally, the school and teachers will be meeting with students weekly to progress monitor via teacher-student check-ins. This meeting will not only be utilized to evaluate the academic well being of the student, but also for his or her physical and mental well being. Any student determined to be in need will be referred for school based mental health counseling. There will also be a meeting with school administration and the student's teachers for consideration of a return to on-campus learning.

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



LEA INSIGHTS

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.

The school will address all concerns brought forth by Virtual AR instructors. The response will vary, depending on the situation. The solution to any concern could potentially include virtual and on-campus tutoring, meeting with administration, internet accessibility resolutions, school based mental health counseling, etc.

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.



LEA INSIGHTS

The school will use the Teacher Access Center (TAC) for teachers to upload student grades each week. It is required that grades must be updated at least every Friday. Parents can access the Home Access Center (HAC) to check these grades weekly. Teachers will use Google Classroom to post assignments. Both of these websites are extensions of eSchool.

It is impossible to determine exactly how long or often a student is engaged on Google Classroom. Therefore, completed assignments, discussion boards, and grades will be used as evidence to prove the amount of time students are actively engaged in class material.

The district will meet with participating students and families throughout the year to ensure student needs are met and will monitor student progress through the courses. Absentee policies for traditional students apply to ROC students and will be monitored through Google Classroom and eSchool.

If a student appears to be falling behind, teachers may assign them intervention work on IXL . This work will be created directly from the specific standards in which he or she is failing to master.

Meetings will be held quarterly with the student, parents, and the teacher in order to monitor and adjust the student's path for academic success.

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

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



LEA INSIGHTS

Academic Response to Intervention (RTI) plan will include RTI meetings specifically for ROC students every 4-6 weeks to assess student engagement and academic needs and develop a teacher/parent-approved plan to support ROC students. RTI will consist of the specific teachers (of the subject student is struggling in), guidance counselor, RTI coordinator, designated ROC contact teacher, and when necessary a special education teacher. At the parents' request, we will host Zoom/Google Meets with parents whenever necessary. We will have one designated person to make phone calls weekly to students that did not attend virtual classes or submit their work for that week.

According to the American Speech-Language-Hearing Association, RTI is a "multi-tiered system of support in order to provide services and interventions to struggling learners at increasing levels of intensity. This process includes universal screening, high-quality instruction, intervention matched to students' needs, frequent progress-monitoring and the use of data to make educational decisions. The students participating in ROC will receive the following:
Screenings = STAR Assessment - 7-8th grades and 9-12th grades - IXL diagnostic assessment

Tier I = Evidenced-based, core instruction -

This instruction occurs in general education classrooms with all students present

Tier II = Evidenced-based interventions - Supplemental to core instruction

Offer after-school tutoring, one class period of tutoring solely for ROC students, digital platforms, such as CommonLit or Newsela.

Tier III = Evidenced-based interventions based on students' skill levels/deficits.

Zoom/Google Meet during scheduled Academic and/or Critical and Strategic Reading classes.

IXL on student's level

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



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

Teachers will be required to formatively assess students throughout curriculum instruction.

Our teachers will use some of the following formative assessments: self-assessments to monitor understanding of material/ after class reflections/ short summaries/ virtual exit tickets

Priority Standards assessment 1x per 9 weeks.

Our teachers will use IXL to continually assess reading and math skills.

ACT Aspire Interims 3x

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.

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 both on-site and remote learners.

Meagan Priest, Therapy Level Dyslexia Interventionist, will schedule a screening with any virtual student who is displaying a substantial deficit in reading based on grades and priority standards data. A student may also be referred for dyslexia screening by a classroom teacher or a parent. During the screening, Mrs. Priest will administer the CTOPP-2 (Comprehensive Test of Phonological Processing). If the results of the test reveal signs of dyslexia, the student will be referred for services.

Virtual students who qualify for dyslexia services will meet with the assigned dyslexia interventionist daily via Zoom in order to participate in the Academic Reading course.

All virtual students will be provided with all of the curriculum's materials (student books, manipulatives, etc.). The dyslexia interventionist will prepare such materials and communicate a designated drop-off/pick-up with that student and parent at the beginning of the year; as the curriculum and manipulatives change, the interventionists will update the materials in the same manner. For example, in August 2020, the dyslexia interventionist prepared and dropped off the materials at a students' homes, after communicating that plan with the parents.

We offer different programs; the main one is Take Flight by Shelton but Barton and Sonday System are used when/if necessary.

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 the partnering school.

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



All requirements of the GT Program Approval Standards will be met for both on-site and remote learners.

It is important that students identified as 'gifted and talented' and are enrolled in the digital learning program at RPS be given the same instructional opportunities they would if they were taking part in on-site learning.

The Gifted and Talented Teacher will present professional development to staff at the beginning of the year that demonstrates the differentiation needed for gifted students.

Gifted students perform best when they are allowed to work at their own pace and they are given a choice in the material they are studying or assignments they are completing

Gifted students need to fulfill their social and emotional needs by asynchronously engaging with their peers through assignments

Jamboard and Padlet are excellent ways for students to provide feedback to each other or collaborate on a project together

Teachers should not automatically assume that gifted students know how to use a digital tool or platform used in an assignment

Teachers should create or provide tutorials that show students how to use material

Teachers should clearly express their expectations in assignments

Teachers should understand that gifted students may want to dive into a topic deeper than what it was explored in class

Teachers should provide links to extension activities for students who finish early or wish to explore the material further

Teachers should not automatically assume that gifted students will know how to structure their time

Teachers should supply sample schedules or templates for students to help them complete their work on time

Teachers should ensure students know how to communicate with their peers and teachers properly by providing useful examples

Curriculum options for GT students include PreAP and AP courses

GT referrals will remain largely unchanged. They will be conducted in person and on campus.

GT program will remain compliant through the directives of the ADE. Special attention will be given to ensure digital students are meeting these standards.

As mentioned previously the GT teacher will meet with all students on Fridays to ensure these standards are met.

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



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



LEA INSIGHTS

The district will ensure that all requirements of the District English Learner Plan are met for both on-site and remote learner. At this time, there are no ESOL students expressing an interest in becoming a digital learning student. However if an ESOL student chooses to become part of the ROC program, the following tools will be utilized:

Teachers will utilize the Arkansas ELP Standards to support content-area instruction

Teachers will utilize Google Drawings to provide simultaneous non-verbal feedback that will foster interaction between the student and the teacher
Teachers will provide asynchronous videos that will allow the student more instruction time as needed

Teachers will teach ELL students to use Google Translate to assist in understanding new words and deciphering images

Teachers will provide scaffolded instruction and access to texts via audio recordings and graphic organizers

Teachers will allow ELL students to respond to text orally or written in their home language

Teachers will utilize Duolingo as a digital platform for language practice
Any student who qualifies for ELL services will be given the ELPA21 Assessment during the school year. If any of those students are enrolled in the virtual learning program, he or she will be asked to come on campus so that the test can be administered in person.

Any student who qualifies for ELL services and is enrolled in the virtual learning program will be required to attend a workshop that teaches students how to use accessibility features while at home. Teachers of these students will also participate in professional development that illustrates how to ensure students are receiving grade-level content with the correct accommodations.

LPAC conferences will be held in person. Any student qualifying for ELL services will be asked to come on campus, along with his or her parent/guardian, to participate in annual LPAC conferences.

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



supports will be provided to digital learning students, including the process for special education evaluations and conferences.

Special education services will be provided to virtual students via video interaction on SWIVL and Google Classroom. With these learning platforms, teachers have the ability to push out asynchronous individualized instruction to students in need of special education services. Those students will be taught by certified special education instructors for their core content classes. Students receiving special education services will be expected to view all instructional material posted on Google Classroom by the special education instructor. While they may do this at their own pace and on their own time, they will still be receiving the direct instruction required through their IEP.

Special education teachers will be available for additional support whenever requested by the student or the parent.

Special education teachers will use IXL for remediation purposes for students who qualify for special education services. This website uses testing to determine a student's growth on specific learning standards in both English and mathematics. Students may use the text-to-speech option for modifications when working with IXL, or any other remediation programs. If a student does not feel comfortable using the text-to-speech option on a Chromebook, he or she may coordinate with the teacher to have someone read the content aloud. Special education teachers will provide students with instructional material that includes both visual and auditory modes of access. They will also modify lengths of assignments without compromising the learning expectations. The administration and teachers will ensure that any accommodation listed on a student's IEP or 504 will be followed.

Special Education teachers will use Google Meet to schedule and conduct evaluations of students. They will also use this tool to hold conferences with families of remote students if they are unable to attend in person meetings. In-person meetings are favorable to the SPED department due to the high volume of paperwork that needs to be completed to support a student's placement. However, if a parent or legal guardian is unable to attend, the meeting can be held via Google Meet. Paperwork can be hand delivered to those parents who are unable to attend these conferences in-person so that proper signatures may be obtained. The district's evaluation tool can be administered in person or virtually for both formal and informal evaluations. This information will be used to progress monitor students.

Any special education student partaking in digital learning who does not have adequate access to the Internet will be given a mobile hotspot.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Riverside Public Schools 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. Because Virtual Arkansas is not new to having special education students their policies regarding special education will be met as they always have been. The amount of instructional minutes will be the same whether the student is in person at the school or all courses are virtual.



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



LEA INSIGHTS

Teachers will be given professional development opportunities to master the digital accommodation tools used in the classroom.

Teachers will be given professional development opportunities to master Web 2.0 tools that will be available to use in the classroom.

Teachers will use various accommodation options for all students enrolled in a digital learning class.

Text-to-speech options on Chromebooks

No Red Ink

Open eBooks

Kami

Khan Academy

Nearpod

Quizlet

The G Suite

Google Drive, Google Docs, Google Sheets, Google Sites, etc.

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.

Teachers will be given professional development opportunities at the beginning of the 2021-2022 academic year that prepares teachers to use digital content in the classroom. During this time, teachers will be assisted in creating any digital materials needed for the year. This professional development will be taught mostly by highly qualified teachers employed by Riverside Public Schools. If a PD event is offered by a teacher outside of RPS, it will be taught by someone who is an expert in her or her field.

Teachers will be given video tutorials and links to websites that may be used for their classrooms.

RHS will create a Google Classroom where teachers can share 'Tech Tips' with their peers.

Teachers will be given new strategies and ideas to keep students engaged in the digital classroom.

Interactive Learning/Personalized Instruction/eBooks and Digital Content/Communication and Clarity/etc.

Riverside Public Schools 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 issues.



Identify the daily or weekly amount of time teachers will need to develop and plan for instruction based on options selected and digital supports provided. How will the district support teachers with digital content and planning?

Teachers will have a daily planning period. Teachers will plan materials that are used for both digital & onsite students simultaneously.

Teachers will have PLC meetings bi-monthly to plan with other teachers within the same discipline.

Due to the size of the district, it would be nearly impossible to provide all teachers an extra prep in order to prepare material for digital students, as well. The district will support teachers' planning times by limiting interruptions during their planning periods & PLC meetings.

District will provide curriculum that is supported on a digital platform such as: Springboard (ELA), Illustrative Mathematics (Math), IXL (remediation/enrichment)

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

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.

By offering mobile hotspots and various services to targeted populations (low socio-economic students, special education students, English-language learners, etc.), Riverside Public Schools can confidently offer equitable access to the ROC program to every student. The application process will take into consideration the need for devices and mobile hotspots, along with a student's accessibility to the breakfast/lunch options, school-based mental health services, and the food backpack program. No RPS student will be eliminated from the ROC program based on any of these factors mentioned above. The application process will be non-discriminatory.

Food distributions

Weekly backpack drops/pick-up

Weekly breakfast/lunch pick-up

Check-ins with instructional support personnel

High School Counselor

Families, Inc. employees

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 High School Counselor will be responsible for communicating the dates of summative testing assessments to students and their families. The dates for testing will also be posted on social media, the school's website, Google Classroom, and sent out via email. ACT Aspire - Students 7-10 will test onsite in an assigned classroom, 2 days in a 1 week period, morning only 8-11. ACT - Only Juniors will test onsite in an assigned classroom, 1 day, morning 8-12.

In these instances of testing, the digital learning students will be combined in testing groups with their on-site peers.

If there is a legitimate reason that a student is unable to come on campus or if his or her parents will not cooperate in order to complete the summative assessment, different arrangements will be made on a case-by-case basis.

These arrangements could include, but are not limited to, bus transportation or rescheduled assessment times.

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.



LEA INSIGHTS

The initial application will be reviewed and approved or denied based on the findings of the Digital Learning Team.

An appeals committee will hear any appeals from students or parents/guardians unhappy with their acceptance or rejection into the ROC program

Informational Meetings:

These brief meetings will be held at the end of this school year and prior to the next school year. It will inform interested students and their families of the expectations for the ROC program.

Date: May 25th

Time: 5:00-5:30 p.m.

Date: August 3rd

Time: 5:00-5:30 p.m.

Intake day(s)

This day will be devoted to initial diagnostic testing (STAR test, IXL placement, etc.) and training for students and their families

Expectations, procedures, discipline, technology tips, etc.

This will take place on a day during Fall professional development in August.

Digital Learning Team

The DLT will be a designated professional learning community (PLT) comprised of RPS faculty

The DLT will review data derived from the completeness of assignments and grades received on assignments or assessments in Google Classroom, IXL, STAR, and CommonLit

The review of this data will reveal whether the student's individualized growth is trending up or down while enrolled in the ROC program

If the DLT determines that a student is not successfully completing his or her obligations and it is believed that the student would benefit more from on-site instruction, the student's status in the program will be evaluated and may be suspended

Evaluate student and teacher data at the end of every 9-weeks

Surveys for Teacher, Student, Parent (beginning of school year & end of each 9-weeks)

Student assessment scores each 9 weeks (Interims, ACT Aspire, IXL, Classroom data)

Information for these assignments are rolled into student report cards, which is stored in eSchool and can be accessed by teachers using Teacher Access Center (TAC) or parents using Home Access Center (HAC)

Attendance: evaluated each 9-weeks and is calculated based on the completion of assignments

Example: If a student does not submit any work for the entire week, then he or she will be counted absent for that week

Ontime, Late, Incomplete work: each 9-weeks

Number of participants

Exit day

Survey, exit test, exit data for student and teacher (end of school year)

Plan will be evaluated once a semester with Digital Learning Team

Data will be analyzed to determine if teachers are delivering effective instruction of a rigorous curriculum

Student Surveys



Student Surveys

Teacher Surveys

User statistics - attendance, ontime/late work, assessments

Findings will be reported to administration, teachers, parents, community, etc once a semester.

Review/Revision Process

Plan will be updated/modified once a semester in accordance to the data reported each 9-weeks

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.

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)



LEA INSIGHTS

The success of a student's education relies on the responsibilities of all stakeholders. Therefore, it is advised that the faculty and staff at RPS shall work closely with the parents and families of students enrolled in the digital learning program. Therefore, we suggest the following:

Teachers will ask parents to evaluate their child's skill levels periodically and work with him or her to improve areas of weakness

Teachers will ask parents to provide their child with an organized and designated place to do his or her assignments and work

Teachers will ask parents to help their child create a routine or schedule to ensure their success in the ROC program

The district will expect parents to take the time to learn about study skills, self-motivation, basic technology skills, Google Classroom navigation, and course layout

Teachers will contact parents at least once a month via email or phone

All parents and families of students enrolled in the digital learning program will receive both a hard copy and a link to Common Sense Education's Toolkit for Digital and Distance Learning. This includes the following: Student Digital Learning Agreement, Daily Routine Guide, Learning Conversations for Parents, and a Devices for Learning Template. These documents are available in both English and Spanish. Parents and families will also be directed to utilize the Parent and Family Digital Learning Guide published by the United States Department of Education's Office of Educational Technology.

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



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

https://drive.google.com/file/d/1IFtTsCgdc7R8YuK1luF570Qw-_W1-N-O/view?usp=sharing

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/1ESy-ROdyCoy1-A20hXYVA9bHkNjXUc/edit#gid=131111111>

Policies

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

<https://drive.google.com/file/d/13BnYB5cGGSbEKfzE28Pdv0V71N8PQLO7/view?usp=sharing>

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

<https://drive.google.com/file/d/1eVHGY1MOeHwIC0JPEAxp78v59coYqJPX/view?usp=sharing>

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

<https://docs.google.com/document/d/1JmOoFFOEY9E9Quny1AdY-xTA347EH3w/edit#>

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