Act 1240 Digital Learning Waiver Request

Status: **SBE Approved**

🏛 Huntsville School District (4401000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.
- **Add grade levels** not included on the initial application.
- Remember to address each section of the application to include the grade level information being added.
- **All additions should be in red font.**
- Please do not remove or revise any information in the approved application.
- Email updated application to Melissa.Matus@ade.arkansas.gov .
- Updated applications are due September 1 by 5:00 p.m.

District:

LEA#:	4401000
Superintendent:	Audra Kimball
Email:	akimball@1hsd.org
Phone:	(479) 738-2011
Duration Requested (not to exceed five years):	3 Years (School year 2021-2022 to 2024-2025)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
4401003 - Huntsville High School 4401004 - Huntsville Intermediate Sch 4401002 - Huntsville Middle School 4401011 - St. Paul Elementary School 4401012 - St. Paul High School	K-2 and 3-12	Asynchronous	Virtual (Online)/ Remote (Distance)	LMS

LEA INSIGHTS

Waivers

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

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Request waiver- A student in a blended or remote environment who is not physically present on campus will be marked present if the student stays engaged in the learning. Attendance in virtual learning in grades K-2 and 3-5 shall be determined by the online attendance and time the student is working on the coursework as monitored by the teacher of record to ensure the student progresses toward standard mastery and credit attainment for the course. Engagement requirements: For grades K-2 and 3-5 a students log in to their daily scheduled Google Meet and complete assignments through the Google Classroom learning platform per the assigned due dates. The adjustment may be made to meet an individual student based on their IEP, 504, or LPAC plan. For extenuating circumstances that require longer periods of time to complete assignments, the building administrator will work with the student and family to create a student success plan. AMI days or days when a class or school needs to pivot to remote learning, attendance will be determined by the District's AMI plan. In grades 6-12 attendance in virtual learning shall be determined by the online attendance and time the student is working on the coursework of the APEX platform as monitored by the Virtual Coordinator to ensure the student progresses toward standard mastery and credit attainment for the course.

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)	We are not requesting additional waivers for the teaching load. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load. For grades K-2 and 3-5, the class size will not DESE Rules for Class Size.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Teaching Load Number of students: 50 Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	We are not requesting additional waivers for the teaching load. Virtual Teachers provide virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	We are requesting the six hour instructional day waiver. Research shows students in grades K-2 and 3-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.

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			Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This will stay in alignment with the guidance of 60 hours of seat time or clock hours per 0.5 credit.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Request Waiver-
				Request to waive the DESE rules governing physical activity standards for students in a blended/remote setting.
				The district is waiving the requirement of providing (40) minutes of recess on days, or portions of days, when technology-based approaches are the primary instructional delivery.
				K-2 and 3-5 virtual teachers will encourage students to engage in supervised, unstructured social time, free play or vigorous activity scheduled as part of the day; however, given the nature of the virtual school, it is not possible for teachers to ensure that this takes place.
				N/A for grades 7-12. APEX does provide PE and Health as an offering for 7-12 grade students.

Digital Model

Please complete the following application with responses describing the school and district digital programming.

LEA INSIGHTS

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 goal of Huntsville School District Virtual Academy (HSDVA) is to provide students and their families an equitable alternative to onsite learning.

HSDVA in grades K-2 and 3-5 offers students a robust digital learning option with the benefit of synchronous "live" instruction coupled with aligned asynchronous courses. This allows for students and teachers to develop relationships, to address support and enrichment needs, and to provide flexibility with learning.

A Huntsville certified teacher delivers instruction online through Google Classroom in grades K-2 and 3-5. This teacher will only serve virtual students. Students attending the virtual academy, in large part, have control over their pace and location of learning management systems access. Students attend school online and work with a Huntsville virtual teacher to complete learning activities, both teacher-guided and independently, that mirrors the same standards and concepts as on-site classrooms. Teachers and students will interact with digital content synchronously and asynchronously.

Grades K-2 and 3-5 will be expected to follow a schedule with synchronous virtual meeting attendance for the first two weeks of each semester in order to ensure student engagement and maximize student learning. After the first two weeks, students will meet daily for class meetings, direct instruction, and reading groups with the virtual teacher. Students will be assigned to a series of small group meetings and be assigned learning tasks to be completed independently. Students will be required to maintain pace in the core curriculum. The teacher will monitor student coursework and provide feedback and reteaching continually. Teachers will be available with open virtual meetings following the daily schedule. Students not making adequate progress in their coursework, as determined by their completion of coursework and meeting learning targets, will be set up for Response to Intervention time virtually. Failure to progress after intervention will lead to the student being referred back to onsite instruction at semester.

All of the components of the Science of Reading will be delivered through the approved Benchmark Education Literacy Program for grades K-2 and Houghton Mifflin Harcourt program for grades 3-5. The phonics component will be delivered through Orton-Gilliham based strategies through the use of Phonics First. Grades K-5 will receive daily synchronous Science of Reading instruction.

In grades 6-12 HSDVA will utilize the Apex Learning digital platform for virtual learning. Apex Learning is a digital learning platform providing a virtual learning experience that harnesses the benefit of synchronous instruction married with aligned and highly engaging asynchronous courses. This allows for students' flexibility with learning. All coursework will be virtual; however, students may choose to come on-site for certain courses in grades 6-12.

Students will receive direct instruction from certified teachers provided by APEX. The program will be overseen by a Huntsville School District certified

teacher. Students/teachers are also able to communicate 24/7 via the Apex Learning digital platform or the SIS email system that is monitored by Huntsville Tech Department 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 and Grades utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain. | Huntsville School District will utilize Google Classroom in Grades K-2 and 3-5

 6-12 will use online virtual remote learning through Apex Learning. All learning will take place online.

 Students working during asynchronous learning times have control over the pace, place, and time they are completing assignments.

 HSDVA teachers will work onsite to provide students both synchronous and asynchronous learning opportunities. In Grades K-2 and 3-5 scheduled Google Meets will allow for synchronous learning. Students will engage in asynchronous digital coursework through Google Classroom. Teachers will work onsite.

 Grades 6-12 Students will engage in asynchronous digital coursework through Apex. Students who choose may participate in a hybrid model by coming onto campus to participate in band, choir, or athletics as applicable. |

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.	Huntsville School District will be using a fully Arkansas certified teacher for grades K-2 and 3-5 to deliver instruction for its virtual students. This is not a dual role, the teacher will only serve virtual students. The teacher will be fully dedicated to virtual instruction in those grade levels. The enrollment would be capped at staffing capacity for the teacher, but based on surveys we are way below that number. In Grades 6-12 students in HSDVA will be using Apex for its delivery of instruction for our 100% virtual students. Apex provides a fully certified teacher of record while we provide the facilitator. HSD has a virtual facilitator for grades 6-12 that is a high school certified teacher with the knowledge base to tutor higher level courses. The facilitator will be in charge of grade checks, communicating with counselors for scheduling, communicating with student and parent progress or lack of, ensuring special services are met, setting up interventions when needed, and communicating with administration failure to progress stipulations.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	In grades K-2 and 3-5 virtual teachers will interact with students daily following a consistent schedule during regular school hours. Instruction will be provided synchronously and asynchronously. In grades 6-12 students will utilize Apex learning and instruction is covered through a virtual certified teacher with Apex who maintain regular communication via the SIS messaging system. Our HSDVA director will send weekly grade reports to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with the course content.

If utilizing district waivers for **class size**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed class size in digital learning settings?

We are not requesting additional waivers for class size. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

For grades 6-12, Apex partners with the school to ensure student success. Teacher training and support at the responsibility of Apex. Partnership with Apex and our district facilitator will yield communication back and forth pertaining to students as an ongoing part of the support expected in this model of instruction.

The district will provide necessary instructional supplies and materials to all students. This includes student-issued Chromebooks equipped with cameras, sound, the ability to connect to needed communication systems (Zoom, Google Meet, etc), chargers, and any additional instructional supplies necessary for effective instruction and student success. The district will provide a mobile hotspot if necessary, along with hotspot locations to eliminate barriers for families without access to Wi-Fi who are experiencing unstable Wi-Fi connectivity.

The district will provide time weekly for the Grades K-2 and 3-5 virtual teacher to work collaboratively in building PLCs. PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions/ and/or enrichment based on results. The teacher will also have access to support through the Northwest Arkansas Education Cooperative.

If utilizing district waivers for **teaching load**, what supports will the district put in place to support the teacher and students? How will the district monitor and determine if the supports are adequate for teachers who exceed teaching loads in digital learning settings?

We are not requesting additional waivers for teaching load. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

The district will provide time weekly for the Grades K-2 and 3-5 virtual teacher to work collaboratively in building PLCs. PLC activities include aligning curriculum, planning instruction, assessing student performance, and creating interventions/ and/or enrichment based on results. The teacher will also have access to support through the Northwest Arkansas Education Cooperative.

Student performance data will be monitored weekly by the virtual teacher, with frequent updates sent home to families.

In Grades 6-12 the purchase Apex learning is one of the most important supports because we are using their teacher and instruction, but our HSDVA director will monitor progress.

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 instruction and student success. The district will provide a mobile hotspot if necessary, along with hotspot locations to eliminate barriers for families without access to Wi-Fi who are experiencing unstable Wi-Fi connectivity.

Students and parents have access to Home Access Center (HAC) to monitor grades in real time. Apex also offers a dashboard feature for families to monitor individual student progress at any time. Families and students will be trained in the use of the dashboard feature at the beginning of the school year orientation and as needed throughout the year. There will be an orientation for grades K-2 and 3-5 and a separate one for grades 6-12.

Informal stakeholder meetings will be conducted with teachers and support staff who work with special populations (SPED/ESL/GT). The director(s) for these special populations will facilitate the informal meeting in collaboration with our K-2 and 3-5 virtual teacher and 6-12 virtual facilitator.

The K-2 and 3-5 virtual teacher and the 6-12 district virtual facilitator will monitor the effectiveness of the supports by observing the PLC process, analyzing assessment results (MAP and Aspire Testing), and survey data.

Technology / Platforms

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

The Google Classroom platform will be utilized in Grades K-2 and 3-5

The APEX Learning digital platform will be utilized in grades 6-12.

The K-2 and 3-5 virtual teacher along with the 6-12 virtual facilitator will utilize Google Meet for face-to-face contact and communication as well.

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.

Google Classroom will be used in Grades K-2 and 3-5 with the majority of the content created, designed, and provided by the Teacher as well as supplemental resources as necessary to enhance the learning experience.

The Apex Learning platform provides access to 136 courses in grades 6-12. The courses are engaging and the custom content is designed and developed using the Arkansas State Standards. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support.

The digital content gives Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions.

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.	Students will be utilizing Google Meet video conferencing software to participate in synchronous learning sessions with their teacher. The Meet software is loaded onto the district provided device. The HSDVA teacher will utilize Meet to facilitate synchronous sessions with students during scheduled sessions throughout the week. Google Meet provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, handraising, and a remote presentation option. The Meet links and Meet schedule will be placed in a common, location within each course and communicated with students and virtual.

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.

Every HSDVA student will have access to a district provided Chromebook or they may use a personal device if they so desire. For students that do not have reliable internet access, hot spots will be made available. Technology support will be available through the Huntsville Technology Department for assistance to HSDVA virtual staff, students, and parents.

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.

To make certain families are prepared for learning from home, the Huntsville School District Virtual Academy will require that every virtual student and parent or guardian participate in an onsite orientation prior to the first day of instruction. Families will have the ability to attend an orientation session during the day or the evening to allow for greater flexibility. There will also be an onsite open house for virtual students to pick up chromebooks and fill out necessary paperwork if they choose to pursue the virtual option after attending the mandated orientation a few weeks prior.

During the orientation, virtual students and their parents/guardians will receive an overview of HSDVA expectations, training on how to navigate the learning management systems and strategies for successful online learning. At the open house HSDVA staff will distribute hardcopies of students' virtual learning schedules, the student/parent contract, and the Chromebook agreement form at the onsite open house.

Throughout the first weeks of school, the Grades K-2 and 3-5 virtual teacher will continue to train students during small and large group synchronous instruction on how to navigate the learning management systems. If additional support is needed, teachers will provide opportunities for families to come onsite for individual training sessions.

During the onsite open house, students and parents will be asked to complete a survey to inform the teacher of individual needs and possible support areas, including factors influencing access to food, physical, social and emotional well-being, and academic success.

These surveys will also provide an opportunity for sharing important information with teachers, such as the need for a hotspot, number of children in the family, particular needs of the family, and the best way for the teacher to communicate with the family.

Surveys will be conducted at semester and again at the end of the year. This will provide important data to the HSDVA team to ensure that current programming is meeting the needs of students and their families. These surveys will also be used as part of the yearly program evaluation to determine the overall effectiveness of the Huntsville School District Academy.

HSDVA teachers will monitor students' wellness and safety through student-teacher interactions, both digitally and live in grades K-2 and 3-5. These interactions may include submission of assignments through learning management systems and video conferencing. Email, texts, and phone conversations also provide a communication avenue for students and their families to reach out to virtual academy, building and district-level staff.

Grades 6-12 can also participate in Physical Education courses through APEX.

HSDVA teachers document and monitor student attendance and engagement levels. The K-2 and 3-5 Teacher, 6-12 facilitator along with administrators, contact families when students do not log on, submit assignments, or join synchronous lessons and/or interventions over a minimum of three consecutive days.

To ensure continued physical health, at various times during the year virtual students will be asked to report to a location within the district for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well as physical well being.

If families experience changes so that they are no longer able to adequately support students in a virtual setting, they are encouraged to return their students to onsite learning at the end of the semester. If onsite learning is not an option, staff may contact the Department of Child and Family Services or the Juvenile Court for additional services and support or families may elect to homeschool.

Meals are provided for students who choose to participate in the district's child nutrition program. Drive-through meal pick-up is available at Huntsville Intermediate School for all HSDVA students every day that school is in session. On Fridays, weekend snack packs are also available for HSDVA students who qualify.

Huntsville School District is in partnership with Ozark Guidance & Counseling (OGC) and Theraplay.

Ozark Guidance Center provides school-based therapists to HSDVA students through a referral process initiated by the family or the school. Sessions with digital learners are typically conducted using telehealth services made available through the service provider. However, families may request face-to-face services.

Describe the manner and frequency the district or school will use to monitor the academic and student engagement in a virtual setting. Describe the additional supports available for students struggling with engagement. academic

Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records of the virtual classroom teacher.

The HSDVA teacher(K-2) and (3-5) and facilitator (6-12) will share weekly progress reports to keep students and families abreast of student mastery of grade-level skills and standards. If students do not show progress in weekly assignments, or if an overall grade drops below 70%, HSDVA staff will administer the following procedures.
Contact parents that the child's grade has dropped.
If progress is not made, interventions will be put in place.(explanation below)
If interventions do not yield adequate results, a failure to progress meeting will be held.
As a last resort, students may be asked to return to onsite learning.

Our HSDVA teacher and HSDVA Virtual Facilitator will provide interventions for these students. Interventions could include, but are not limited to: reteaching of a lesson, small group sessions, one to one sessions, or onsite tutoring time.
If interventions are not successful, an academic meeting will be required with the student, parent, teacher, HSDVA Facilitator, and administrator. Students may be required to attend daily digital or onsite check-in meetings with the teacher for more frequent individual or small group support. Additionally, teachers may request support through the School Intervention Team. As a last resort, students may be asked to return to onsite learning.

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

If a student does not make daily academic progress or is not engaging consistently, the HSDVA teacher will intervene with direct Tier II and Tier III interventions when needed. If further support staff is needed for Tier III interventions, onsite staff will assist with those needs virtually. These interventions may include, but are not limited to:

Teacher activities may include, but are not limited to: academic coaching, providing small group or one-on-one instruction, reteach the skill or standard, and/or a phone call to parents.

Student activities may include completion of specific daily and/or weekly goals determined by the teacher, participation in mandatory in-person or virtual meetings with the teacher and parent to monitor progress, remediation session to ensure success on assignments, and increased time spent on coursework.

Additionally, interventions may include weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to onsite instruction. If student achievement data indicates interventions have failed to produce improved student performance within a 4 week timeframe, the student will be considered for more intensive support.

Beyond performance needs intervention, data from BOY reading assessments, MAPs, and other formative assessments will guide interventions.

Students are eligible for face-to-face instructional support during established hours.

Students may access school-based counseling services onsite or remotely.

All services provided through special education, English speakers of other languages (ESOL), gifted education, dyslexia intervention, or 504 plans will be provided remotely, or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services and assessments. Support personnel include, but are not limited to the following:
Migrant Aide
Gifted and Talented Director
District HSDVA Facilitator
Student Services Director
Special Education Director
ESOL Director
School Counselors
Northwest Arkansas Educational Service Cooperative Specialists

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

To support student learning the Huntsville School District uses current school year trends along with previous school years' data points, including formative and summative assessment results, to make evidence based instructional decisions in the best interest of the students we serve.

Additional data points are analyzed including attendance, discipline, mobility, etc. The HSDVA, depending on analysis of data, uses the Watch Team at each building site to monitor and support students showing limited improvement throughout the multiple data points.

Students in grades K-2 and 3-10 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas. Additionally, the initial screening assessments will be used when needed to identify student deficit areas in grades K-2 and 3-10. Data from these assessments will guide needed interventions.

Students in K-2 and 3rd-10th grade will complete MAP Interim assessments onsite three times per year. Assessments will include reading, math and science content areas, the English assessment is administered at the discretion of the building principal in collaboration with the HSDVA Director and District Test Coordinator. Teachers and students will conference over the formative assessment results in order to celebrate success areas and set goals for growth to support student learning.

HSDVA staff will monitor student progress weekly in order to ensure students are meeting academic goals or targets within the digital curriculum. Parents and/or students will receive communication through texts, emails, phone calls or video communication methods if adequate progress is not achieved.

In the rare instance a student is administered any district or state formative assessment through a digital format, the District Technology Department will be accessible by phone or email to provide technical assistance. Families may also submit a Help Desk Ticket. Additionally, teachers will be able to provide limited support for technical issues or concerns.

Describe how dyslexia screening and services will be provided to digital learning students.	Teachers or reading interventionists will administer Level I screeners to digital learning students in Grades K-2 and 3-12 either onsite or via Zoom/Google Meet. Onsite district reading interventionists will administer Level II dyslexia screeners to digital learning students' onsite, if at all possible. Rapport, mouth formation, and pronunciations are vital to ensuring results accurately reflect students' performance. However, virtual screenings are available if absolutely necessary. District reading interventionists will provide dyslexia intervention for those students who demonstrate characteristics of dyslexia (COD) or who have been diagnosed with dyslexia by a medical doctor in grades K-2 and 3-12. HSD uses Phonics First and Structures (Level 1 both) as its primary curriculum resource to support students with COD. Digital learning students will be able to choose either virtual or onsite intervention sessions. In grades 9-12 students will be assigned a virtual teacher for appropriate interventions at the 9-12 level. Huntsville School District will ensure dyslexia law requirements are met for virtual learners.
Describe how Gifted and Talented supports and services will be provided to digital learning students.	

Huntsville School District gifted programming options will be provided to virtual identified gifted students in Grades 3-8 and provided enrichment lessons to the HSDVA teacher for grades K-2. They will receive asynchronous and synchronous instruction from a licensed GT teacher. Grades 9-12 will be served through indirect services with the district GT coordinator and placement in higher level honors and AP courses through APEX. These services will be in place of, and not in addition to, the general education curriculum. Grade-level GT teachers will collaborate with HSDVA teachers to determine appropriate scheduling for at least 150 instructional minutes per week. The GT director will collaborate with the NWAESC GT director and area GT directors to ensure that best practices are effectively implemented.

The GT department will accept referrals for virtual students in the same manner as students attending school onsite. All testing will be conducted onsite. Results from placement conferences will be mailed home and parents may request a meeting to review test data. Meetings may occur in-person or via Zoom.

GT staff will provide professional development to the HSDVA teaching staff and will collaborate with teachers throughout the year on appropriate GT services, documentation of differentiation, characteristics of GT students, etc. The GT Specialist from the Northwest Arkansas Education Service Cooperative (NWAESC) will support by providing professional development as needed. The virtual academy will become a component of the annual program evaluation of the gifted program.

Program Approval Standards for the gifted program have been met for on-site and remote learners.

| Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students. | ESOL services are provided for identified English Learners (ELs) in grades K-12. Daily English Language Development classes will be offered synchronously or asynchronously by an English Speakers of Other Languages (ESOL) endorsed, licensed teacher using the programming guidelines set forth in the Huntsville School District ESOL Service Handbook and declared in the district's yearly Title III application.

Curriculum, grouping, and pacing will follow that of the Huntsville School District ESOL Department guidelines. The district- approved English Language Development curriculum, EL Achieve, will be implemented. This curriculum addresses second language acquisition by addressing the national English Language Proficiency Standards. Students' language progression will be monitored through annual state testing using the ELPA21.

Meaningful access to core curriculum standards will be provided in all content areas using grade-appropriate content standards. Meaningful access will be supported using scaffolds and differentiation based on each student's language proficiency. Teachers will be trained to determine appropriate scaffolds and differentiation methods to provide the right amount of support for the appropriate amount of time. The ESOL Specialist from the Northwest Arkansas Education Service Cooperative (NWAESC) will help provide professional development as needed. Testing accommodations will be listed in each English Learners' Language Proficiency and Assessment Committee's form, updated annually.

Huntsville School District will ensure District English Learner 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.

The special education teacher will be available to assist general education teachers with instructional strategies, modifications, and accommodations for digital learners to access the learning environment, as well as curriculum paths for success.

The onsite-special education teacher will provide direct instruction to digital learning students according to the student's IEP.

The special education teacher, a general education teacher, and the parent or guardian will meet together by phone or online session at least once each year for the IEP meeting. Referral and Initial Placement conferences will be conducted on-site.

Student evaluations will be conducted on-site due to validity requirements. At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

Special Education students are required to meet the same attendance policies as their peers, unless stated differently on the IEP.

HSDVA Special Education teachers will follow the federal laws, state regulations, and district expectations set forth for all special educators.

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 need.

Teacher Supports

Describe district and school supports to provide on-going digital content and instructional supports for teachers.	The district will purchase Apex for virtual students 6-12. The digital coursework provides core content and elective course offerings. Apex will provide training to our HSDVA facilitator on the learning management system. HSD will provide ongoing, job-embedded professional development focused on content management and instructional practices appropriate for virtual learning. The Northwest Arkansas Education Service Cooperative (NWAESC) will assist with technology tools/instructional practices as needed. The district technology director will provide tech instructional support for digital instruction anytime needed for our K-2 and 3-5 virtual teacher and students at all grade levels. The K-2 and 3-5 virtual teacher will receive additional instructional support through professional learning community (PLC) meetings every week at all 3 grade levels. The district leadership team will work closely with the HSD Facilitator (6-12) and K-2 and 3-5 teacher to provide support in leading the Huntsville School Virtual Academy (HSDVA).
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 grade K-2 and 3-5 virtual teacher will be scheduled for a minimum of 200 minutes of planning time per week, which aligns with district onsite staff requirements. Planning time will be used to review data, develop content, assessments, and monitor student progress. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc. The virtual school learning management system will include some digital content to reduce the need for teacher-created lessons. However, teachers will have the flexibility to insert lessons into the learning management system to help further meet the needs of the students.

The district will continue to partner with the Northwest Arkansas Education Service Cooperative (NWAESC) to provide additional support to HSDVA teachers for digital learning.

Virtual teachers will attend weekly PLC meetings to review student data, collaborate on student engagement strategies and ways to support student progress.

Grades 6-12 teachers are all through the Apex platform.

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.

In order to ensure all digital learners have equitable access to virtual instruction, HSD provides every student, regardless of living situations, with a Chromebook with camera, sound, and a charger. If necessary, a mobile hotspot to access the internet.

Our local KIWANIS and Ministerial Alliance provides basic needs such as clothing, food, and school supplies to remove barriers to student learning.

The Director of Student Services and School Improvement serves as 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., along with utilizing the School Response to Intervention Team for student support and intervention. Resources will be used to aide in targeted student learning and needs.

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.

Summative ACT/ACT Aspire, ELPA, ACT Aspire Interim, and NWEA MAP assessments are administered onsite for digital learning students. Parents will be notified of onsite testing requirements during student enrollment and registration.

Student/family refusal to test onsite 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 HSDVA facilitator and virtual teacher. 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 will be communicated in advance to give families adequate time to plan and, if appropriate, families may have some choice in the date/time of the assessments.

The ~~K-2 and~~ 3-5 virtual teacher and the HSDVA 6-12 facilitator will assist 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 effectiveness of the Huntsville School District Virtual Academy (HSDVA) will be measured by analyzing various data sets including student attendance, engagement levels, and achievement as measured by formative assessments three times a year and summative assessments yearly such as ELPA21, ACT Aspire, and MAP.

Administrators, teachers and counselors will identify students receiving D/F grades every 4.5 weeks to determine instructional next steps, and to monitor student's progress toward meeting graduation requirements.

Parent, student, and teacher surveys will be conducted yearly to gather information about platform navigation, student and family needs, what is going well within the academy, what needs improvement, etc. Focus groups and/or advisory committees will be formed and will contribute additional data to evaluate effectiveness at their bi-monthly meetings.

Administrators will also use data and feedback collected from monthly teacher meetings and weekly PLCs to monitor program implementation levels.

The building administrators will conduct formal and informal observations, noting teachers' instructional practice based on TESS, PGPs, and Science of Reading monitoring requirements for the grade K-2 and 3-5 virtual teacher. This will culminate in an end-of-year evaluation/reflection discussion between the building administrator and teacher.

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)	Family feedback and input was a key component in the development of the HSDVA. Throughout the 2020-2021 school year, parents participated in surveys and Ready for Learning Meetings. During orientation, the partnership of parent coaching and teachers instruction and assistance will be modeled. Virtual teachers will provide parents with strategies to support students through productive struggle during the learning process, and parents are encouraged to communicate with the teacher throughout this process. Parents will receive access to the parent portal of the learning management system to monitor their student's progress and parent orientation will address key strategies for engagement. Families are asked to complete surveys and provide feedback to the program as well.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	http://huntsvilleschooldistrict.org/369269_4
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/document/d/1XXVc4ayQuxUrWw8JMZiMR81hiV8l7QxY

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://docs.google.com/document/d/1nu-rEYZDvcH9CYIAEkmSfDjGOopCwhjw
Please provide a link (URL) to the discipline policy for digital learning students.	https://docs.google.com/document/d/1nu-rEYZDvcH9CYIAEkmSfDjGOopCwhjw
Please provide a link (URL) to the grading policy for digital learning students.	https://docs.google.com/document/d/1nu-rEYZDvcH9CYIAEkmSfDjGOopCwhjw

☐ Back to Top