



Act 1240 Digital Learning Waiver Request

Status: Reviewed

Hope School District (2903000)

School Year 2021-2022

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

District:
LEA #: 2903000
Superintendent: Bobby Hart
Email: bobby.hart@hpsdistrict.org
Phone: (870) 722-2700 Ext. 14
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
2903008 - Beryl Henry Upper Elem. School 2903015 - Creative Action Team School	k-12/ all courses	Asynchronous	Blended	LMS
2903013 - Hope Academy of Public Service 2903012 - Hope High School		Synchronous		(Hybrid)
2903007 - Wm. Jefferson Clinton Primary School 2903011 - Yerger Junior High School				



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)	The Hope School District is requesting this waiver. Attendance will be taken through attending Zoom classes (K-6). Students in grades 7-12, will receive attendance based on completion of assignments.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	HPSD will not need this waiver. We will not exceed the class size limit set by the state.
Teaching Load Number of students: 150 Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	The Hope School District is requesting this waiver. Teachers in 7-12 may exceed 150 students while serving in a dual role of teaching virtually and on-site. Teachers will be provided with additional compensation should they have over 150 students.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	Students who are virtual would need an exception to the six-hour instructional day. Virtual students will not adhere to the 6-hour instructional day. Teachers will provide Science of Reading instruction. Students will complete instruction and assignments at their own pace.
Clock Hours	1-A.2			Credit will be awarded based on mastery instead of clock hours. Virtual students will be exempt from clock hours of instruction.
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)	Virtual students would not receive recess therefore would need a waiver. Virtual students will be exempt from recess. This activity will be monitored by and through parents.

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.



LEA INSIGHTS

Hope Public School District students in grades K-6 will follow a blended model. All SOR instruction will be delivered through synchronous instruction and science, math and social studies, Art, music, will be delivered through asynchronous instruction. Students are required to log on at a set time each day in order to participate in live Science of Reading instruction. They will be active participants in the classroom via Zoom during this time. K-6 attendance waiver - K-6 attendance will be taken in the live zooms and in work assignments in the asynchronous courses. K-6 teachers will teach a combination of both onsite and virtual students. Students will have a Zoom link in order to interact with the teacher and class. Virtual students will receive zoom links for the following courses in Grades K-2: Phonics First, Heggerty, Benchmark Literacy, Eureka Math

Grades 3-6: Benchmark Literacy, Eureka Math, Science, Social Studies (incorporated into Reading instruction also)

Students in grades 7-12 would be asynchronous in the virtual program. Teachers in grades 7-12 will dedicate time during the day for office hours in order to meet with students who need assistance. Teachers in grades 7-12 will set up weekly Zoom meetings for virtual students. These meetings will be on a regular basis should a student be struggling in a core class. Students who are assigned to intervention courses will have a Zoom link daily for the intervention course. CTE courses will have classes created within BUZZ and offer Zoom meetings to students.

For all K-12 teachers, virtual planning time will be completed during conference periods; also PLC time will be used to review student progress and create interventions for struggling students. Instructional facilitators will support teachers who have more than 150 students. Furthermore, Bobcat days (advisory check in) will be used to connect with students and support teachers who have more than 150 students.

Addressing Food Security

Breakfast and lunch will be provided for virtual students. Parents can make arrangements with the Director of Food service for Aramark. Once a student has been sent home (quarantined), the campus office will contact the Director of Food service for Aramark to get instructions for meals while in quarantine. Teachers (during Zoom meetings and through email correspondence) will verify that students have access to food. Should a student (or family) need assistance, the teacher will report this to the building principal and the building principal will notify the district social worker. The district social worker will work in conjunction with mental services to ensure students are supported as needed.

Student Expectations

Make sure your Chromebook is fully charged every day.
Take care of your device and follow the Acceptable Use Agreement.
Complete and submit work through the Learning Management System (Buzz).
Communicate with teachers through the Learning Management Systems or



LEA INSIGHTS

Communicate with teachers through the Learning Management System or Email

Complete & submit (if applicable) assignments per class schedule daily.
Watch live and recorded tutorial videos provided by tech/teachers posted in BUZZ and district websites.

Students, along with a parent/guardian, will be required to attend the Virtual Orientation.

Students are expected to follow the HPSD Policy when utilizing technology. Proper behavior, as it relates to the use of computers, is no different than proper behavior in other aspects of school activities. All users are expected to use the computers and computer networks in a responsible, ethical, and polite manner. HPSD reserves the right to monitor all technology resource activity. Students are responsible for the content posted through their login and account activity. Sharing or using usernames and passwords with others or using other's usernames and passwords is strictly prohibited.

Students are expected to check their email and/or other teacher communication formats daily.

Students will be expected to adhere to all assessment policies for diagnostic, benchmark, and Standards-Based Assessments. Students are required to complete state mandated testing (ACT Aspire, DIBELS, etc.) at their home campus.

Students will attend mandatory in-person assessment days at your school campus.

Report any technical issues to the teacher and/or school office as soon as an issue arises.

Students will maintain best practices for virtual learning zoom sessions.

Best practices for virtual learning sessions

Consider the environment behind you that can be seen in video chats and ensure there are no inappropriate images, materials, etc. for school.

Mute audio when entering chats.

Mute audio when not speaking.

Be appropriate and respectful in your actions.

Listen to the educator or individual speaking.

Stay engaged throughout the lesson or activity.

Ensure that all work is your own.

Teacher Communication:

Teachers will communicate with virtual parents/students through Zoom meetings, telephone calls, emails, text messages, or face to face when needed to ensure students are meeting the learning goals.

Teachers will send read receipts for emails sent to students or parents to provide documentation of the email being read.

Teachers will complete weekly communication logs to indicate 1:1 communication with 504, IEP, and any other student that needs additional support.

Teachers will provide feedback on lessons, allow resubmission of failing lessons. Students will be responsible for resubmitting assignments in order to earn a better grade.

Teachers will be responsible for contacting parents to schedule any state or campus testing.

Students receiving Support Services:



LEA INSIGHTS

Students receiving support services.

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will reschedule or assign lessons in online platform
2. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.

Teachers will provide support in the following manner when students fail to participate in Zoom meetings platforms with the teacher (in elementary school it is the parents responsibility to login their child for meetings).

1. Teachers will be responsible for communicating Zoom links or other meeting dates and times with students and parents in a timely manner.
2. Teachers will provide make-up assignments by recording virtual meetings and sharing these online for students that are not able to attend the meeting or were absent the day of the meeting.
3. Teachers will provide students and parents with information on how to locate make-up work in the virtual platform.
4. Students will not be penalized for not participating in live virtual meetings that are missed. They will be expected to review the make-up information as soon as possible to maintain their classwork.
5. Teachers will do a weekly check-in with all virtual parents to make sure they are informed of tools and resources that are available. This will be a blanket email to all parents and teachers can then work one on one with parents needing assistance.



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.



LEA INSIGHTS

All K-6 students will follow a blended model. They will be participating in synchronous learning for literacy, math, science and social studies content. They will be asynchronous for art, music, and physical education classes.

All 7-12 students will follow an asynchronous model for all content areas. CTE courses will offer a weekly zoom meeting for virtual students in order to help support virtual content. Teachers in 7-12 will provide weekly zoom meetings for students in order to support learning. These meetings will be available, but not required, to support students in core classes. Students receiving interventions will meet in those groups daily via zoom.

Students receiving Support Services:

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
2. Teachers will reschedule or assign lessons on the online platform and assist the student in the missing work.

If the student does not engage...

3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. The district social worker, teachers and/or administration will conduct a home visit in order to devise a plan for struggling students. Once this visit has taken place, the district social worker and/or administration will follow up weekly with the parents to ensure the plan is helping the student.
7. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.



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 in grades K-12 will serve in a dual role with office hours set up for virtual students.

Teachers will provide lessons simultaneously in K-6 for the following:

K-6 teachers will provide all core content simultaneously with their peers (remote and in-person). Special teachers, such as, art, music, etc. will all serve in a dual role providing instruction in asynchronous learning through the BUZZ platform.

All 7-12 teachers will serve students through a dual role of virtual and on-site. The teachers will upload content in the Buzz LMS for the virtual students with a weekly zoom meeting to provide content support. When virtual students struggle, protocols will be followed in order to provide timely support. More zooms will be scheduled when needed.

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



LEA INSIGHTS

Teacher Communication:

Teachers will communicate weekly with virtual parents/students through Zoom meetings, telephone calls, emails, text messages, or face to face when needed to ensure students are meeting the learning goals.

Teachers will send read receipts for emails sent to students or parents to provide documentation of the email being read.

Teachers will complete weekly communication logs to indicate 1:1 communication with 504, IEP, and any other student that needs additional support.

Teachers will provide feedback on lessons, allow resubmission of failing lessons. Students will be responsible for resubmitting assignments in order to earn a better grade.

Teachers will be responsible for contacting parents to schedule any state or campus testing.

Students receiving Support Services:

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will reschedule or assign lessons in online platform
2. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.

Teachers will provide support in the following manner when students fail to participate in

Zoom meetings with the teacher

(in elementary school it is the parents responsibility to login their child for meetings).

1. Teachers will be responsible for communicating Zoom links or other meeting dates and times with students and parents in a timely manner.
2. Teachers will provide make-up assignments by recording virtual meetings and sharing these online for students that are not able to attend the meeting or were absent the day of the meeting.
3. Teachers will provide students and parents with information on how to locate make-up work in the virtual platform.
4. Students will not be penalized for not participating in live virtual meetings that are missed. They will be expected to review the make-up information as



LEA INSIGHTS

that are missed. They will be expected to review and make up information as soon as possible to maintain their classwork.

Grades will be based on academic achievement to reflect the understanding level of content each student obtains. Teacher made assessments given on campus will be included in the academic grade. Students need to complete all assignments by the due date. If assignments are not completed by the due date or an extended deadline given by the teacher, students will receive an F. For any work that has extended deadlines/due dates, teachers will clearly indicate and communicate these deadlines to the student. Students and parents/guardians: grades in Lincoln Learning/Buzz (LL/B) will sometimes not match those in the Home Access Center (HAC). Parents and students should always use the grades in HAC as the clear indicator of student progress and skill mastery rather than those in LL/B.

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?

Although the district is not requesting a class size waiver, the district will monitor the class size of teachers completing both face to face instruction and digital learning through surveys of work along with discussions and support in Professional Learning Communities. Lesson development will be shared among teachers and time dedicated to office hours for virtual learners. Teachers will have access to previously developed lessons and activities within the Digital Library in BUZZ.



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

The teaching load of a teacher will be monitored by the campus principal and director of curriculum and instruction. 7-12 classes will not exceed the state requirement. Teachers in grades K-12 will serve in a dual role with office hours set up for virtual students

Teaching Load Waiver: 7-12 Teachers may exceed 150 students while serving in a dual role of teaching virtually and on-site. Teachers will be provided with additional compensation should they have over 150 students. Instructional facilitators will support teachers who have more than 150 students. Furthermore, Bobcat days (advisory check in) will be used to connect with students and support teachers who have more than 150 students.

Technology / Platforms

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

The HPSD Learning Management Systems is: BUZZ

The HPSD Content is Google Classroom. Content will be a combination of teacher created content and Lincoln Learning uploaded into BUZZ. Google Classroom will contain lessons and assignments for students. The Google Classroom link will be entered into BUZZ for students to access. The information (content) is teacher created and uploaded into BUZZ via Google Classroom. Parents are familiar with the use of BUZZ and the links used there-within.

HPSD will also utilize Zoom for Science of Reading instruction and in order to meet the needs of students with 504 and/or IEPs. Students who do not have internet access will be provided a hotspot.

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.



LEA INSIGHTS

HPSD's main objective is to provide a rigorous, instructional program virtually. Students participating in their online virtual Platform (BUZZ) are expected to complete work assignments daily. Students will not receive paper packets for work. All work will be completed virtually and submitted electronically.

The HPSD Learning Management Systems is: BUZZ
The HPSD Content is Google Classroom. Content will be a combination of teacher created content and Lincoln Learning uploaded into BUZZ. Google Classroom will contain lessons and assignments for students. The Google Classroom link will be entered into BUZZ for students to access. The information (content) is teacher created and uploaded into BUZZ via Google Classroom. Parents are familiar with the use of BUZZ and the links used there-within.

Additional content support for students will be provided through Zoom and/or pre-recorded lessons. K-6 students will have digital content for art, music, keyboarding, etc. Teachers will use Lincoln Learning and teacher created content that will be added to the BUZZ system and/or to Google Classroom.

The 7-12 students will have all digital content provided through BUZZ and/or Google Classroom using Lincoln Learning Content and teacher created content.

Supplemental support will be provided through:
Waterford; Curriculet; MobyMax; ReFlex Math

Wellness/Safety: Students will be provided meals through the school -- meals will need to be picked up bi-weekly. The district social worker will complete visits and checks with students/families who are virtual.
Academic/Student Engagement: Students who are struggling academically will be offered time to come to school for additional support.
Response to Intervention: Lincoln Learning data along with iLit, Waterford, and ReFlex math will assist in the monitoring of students. All students will be administered state mandated and the district universal screener (STAR). Students needing Tier 3 support will be offered times to come to campuses along with specific skill support digitally.

The district ensures all law requirements will be met for virtual learners including Dyslexia, Gifted & Talented, ESOL/ESL, Special Education and 504
Dyslexia: Students will come to campus for dyslexia screening. A schedule will be established in order to serve students face to face or via Zoom.
Gifted & Talented: Evaluations and conferences will be held face to face. Additional content will be added to BUZZ for enrichments.
ESOL/ESL: Additional content and support will be added within the BUZZ system to support students.
Special Education: Evaluations and conferences will be completed face to face. Teachers will utilize Zoom for educational/teaching purposes in order to meet IFP goals and guidelines



LEA Goals and Guidelines

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

The district will utilize Zoom for the video communication software.

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.

It is the district's responsibility to ensure that all students have access to a Chromebook. Chromebooks will be distributed on each campus to students. Students who have been accepted into the HPSD Virtual Learning Academy may pick up their device on their respective campus in the main office. If a family does not have internet access a district issued hot spot will be provided. The district will open up their internet access in areas around the district facilities through wifi buses and provide parents with the locations of drive-in free wifi businesses in the area.

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.



HPSD reserves the right to review any material transmitted using GO GUARDIAN instructional computing resources or posted to an HPSD instructional computing resource to determine the appropriateness of such material. HPSD may review this material at any time, with or without notice. Email transmitted via HPSD instructional computing resources is not private and may be monitored.

Addressing Food Security

Breakfast and lunch will be provided for virtual students. Parents can make arrangements with the Director of Food service for Aramark. Once a student has been sent home (quarantined), the campus office will contact the Director of Food service for Aramark to get instructions for meals while in quarantine. Teachers (during Zoom meetings and through email correspondence) will verify that students have access to food. Should a student (or family) need assistance, the teacher will report this to the building principal and the building principal will notify the district social worker. The district social worker will work in conjunction with mental services to ensure students are supported as needed.

Teacher Communication:

Teachers will communicate weekly with virtual parents/students through Zoom meetings, telephone calls, emails, text messages, or face to face when needed to ensure students are meeting the learning goals.

Teachers will send read receipts for emails sent to students or parents to provide documentation of the email being read.

Teachers will complete weekly communication logs to indicate 1:1 communication with 504, IEP, and any other student that needs additional support.

Teachers will provide feedback on lessons, allow resubmission of failing lessons. Students will be responsible for resubmitting assignments in order to earn a better grade.

Teachers will be responsible for contacting parents to schedule any state or campus testing.

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

Teacher Communication:

Teachers will communicate with virtual parents/students through Zoom meetings, telephone calls, emails, text messages, or face to face when needed to ensure students are meeting the learning goals.

Teachers will send read receipts for emails sent to students or parents to provide documentation of the email being read.

Teachers will complete weekly communication logs to indicate 1:1 communication with 504, IEP, and any other student that needs additional support.

Teachers will provide feedback on lessons, allow resubmission of failing lessons. Students will be responsible for resubmitting assignments in order to earn a better grade.

Teachers will be responsible for contacting parents to schedule any state or campus testing.

Student progress will be monitored frequently and every three weeks, students who are not progressing with virtual learning, will be reassigned back to their campus.

Student Attendance Policy:

Students will complete assignment with accuracy to be counted in attendance daily. Attendance will also be taken through attending Zoom meetings.

A bellringer assignment is defined as a quick answer question related to previous learning or to assess background knowledge of a subject matter.

Failure to attend class on a regular basis may result in contact from an administrative team member to your home or a (FINS) being filed.

Student Communication Practices:

Students are responsible for reading emails from teachers daily.

Students must contact the teacher if they are struggling with any content.

Students are responsible for contacting their teacher if there is any circumstance that prevents them from completing the assignment or need extra assistance in completing the assignment.

Students will be provided feedback on assignments. If a student is failing a lesson, the student will have the option to resubmit that lesson with a 2 day grace period.



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

Student progress is monitored frequently and every three weeks, students who are failing courses and/or have failed to complete work will be reassigned to their campus for face to face instruction.

Changes in Placement:

Placement changes will be considered only at the end of a 9-week grading period. The following will be considered exceptions to the 9-week period transfer:

Medical condition of student

Court ordered face to face instruction

Students and families not adhering to the Assurances within the Virtual Academy application will be transferred to their home campus for face to face instruction.

Additional content support , for struggling learners, will be provided through videoed lessons in:

Phonics First; Benchmark Literacy

Additional content support also includes:

Social Studies -- HAPS; Eureka Math; iLit; Edhesive; ICEV

Supplemental support will be provided through:

Waterford; Curriculet; MobyMax; ReFlex Math

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



LEA INSIGHTS

All HPSD Virtual students will be required to complete state mandated assessments and district assessments on campus. According to the Virtual Learning Academy application, parents assure: “I will bring my child to their school campus for any state required testing or district screenings throughout the year.”

If a student fails to show up for testing, the district test coordinator will be notified in order to contact the family. The district will make every attempt to complete testing including but not limited to home visits from the district social worker and possible referral to the court system.

- K-2 Assessments
- 3-8 Reading for Learning Assessments
- ACT Aspire Summative
- Civics Exam
- Local Assessments
- The DLM Alternate Assessment
- The ELPA21 Assessment
- The Grade 11 ACT

Additional assessments will include progress monitoring using DIBELS every two weeks for students not scoring on level.

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



LEA INSIGHTS

Student Support Services will be provided based on the IEP or 504 plan in place for students who require them. Technical support will be provided to all students as needed. All aspects of the IEP or 504 plan will be provided for via Zoom sessions and/or other digital platforms that meet the child's individual needs (EX: Special Education lesson, Dyslexia Therapy, etc.), so that at no time is there a lapse in services provided for the student. If a family does not have internet access a district issued hot spot will be provided.

Assessment plans will be developed by each core content area as well as electives based on unique needs of the content. Students and families will be provided all the information they need regarding classroom assessments. Additionally, state and national assessment plans will be developed in accordance with the Arkansas Department of Education Division of Elementary and Secondary Education as outlined and approved by the Hope School District Digital Learning.

Students receiving Support Services:

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will reschedule or assign lessons in online platform
2. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.

Teachers will provide support in the following manner when students fail to participate in Zoom meetings with the teacher (in elementary school it is the parents responsibility to login their child for meetings).

1. Teachers will be responsible for communicating Zoom links or other meeting dates and times with students and parents in a timely manner.
2. Teachers will provide make-up assignments by recording virtual meetings and sharing these online for students that are not able to attend the meeting or were absent the day of the meeting.
3. Teachers will provide students and parents with information on how to locate make-up work in the virtual platform.
4. Students will not be penalized for not participating in live virtual meetings that are missed. They will be expected to review the make-up information as soon as possible to maintain their classwork.



LEA INSIGHTS

The district ensures all law requirements will be met for virtual learners including Dyslexia, Gifted & Talented, ESOL/ESL, Special Education and 504

Dyslexia: Students will come to campus for dyslexia screening. A schedule will be established in order to serve students face to face or via Zoom.

Gifted & Talented: Evaluations and conferences will be held face to face. Additional content will be added to BUZZ for enrichments.

ESOL/ESL: Additional content and support will be added within the BUZZ system to support students.

Special Education: Evaluations and conferences will be completed face to face. Teachers will utilize Zoom for educational/teaching purposes in order to meet IEP goals and guidelines.

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

Students in Gifted and Talented will have assigned classes within the BUZZ platform with teacher -created content for the enhancement of learning objectives.

The district ensures all law requirements will be met for virtual learners including Dyslexia, Gifted & Talented, ESOL/ESL, Special Education and 504

Gifted & Talented: Evaluations and conferences will be held face to face. Additional content will be added to BUZZ for enrichments.

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



LEA INSIGHTS

Student Support Services will be provided based on the IEP or 504 plan in place for students who require them. Technical support will be provided to all students as needed. All aspects of the IEP or 504 plan will be provided for via Zoom sessions and/or other digital platforms that meet the child's individual needs (EX: Special Education lesson, Dyslexia Therapy, etc.), so that at no time is there a lapse in services provided for the student. If a family does not have internet access a district issued hot spot will be provided.

Assessment plans will be developed by each core content area as well as electives based on unique needs of the content. Students and families will be provided all the information they need regarding classroom assessments. Additionally, state and national assessment plans will be developed in accordance with the Arkansas Department of Education Division of Elementary and Secondary Education as outlined and approved by the Hope School District Digital Learning.

Students receiving Support Services:

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will reschedule or assign lessons in online platform
2. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.

Teachers will provide support in the following manner when students fail to participate in

Zoom meetings with the teacher

(in elementary school it is the parents responsibility to login their child for meetings).

1. Teachers will be responsible for communicating Zoom links or other meeting dates and times with students and parents in a timely manner.
2. Teachers will provide make-up assignments by recording virtual meetings and sharing these online for students that are not able to attend the meeting or were absent the day of the meeting.
3. Teachers will provide students and parents with information on how to locate make-up work in the virtual platform.
4. Students will not be penalized for not participating in live virtual meetings that are missed. They will be expected to review the make-up information as



LEA INSIGHTS

that are missed. They will be expected to review and make up information as soon as possible to maintain their classwork.

The district ensures all law requirements will be met for virtual learners including Dyslexia, Gifted & Talented, ESOL/ESL, Special Education and 504 ESOL/ESL: Additional content and support will be added within the BUZZ system to support students.

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



LEA INSIGHTS

Student Support Services will be provided based on the IEP or 504 plan in place for students who require them. Technical support will be provided to all students as needed. All aspects of the IEP or 504 plan will be provided for via Zoom sessions and/or other digital platforms that meet the child's individual needs (EX: Special Education lesson, Dyslexia Therapy, etc.), so that at no time is there a lapse in services provided for the student. Families need to have reliable internet access in their homes to meet their student's teaching and learning needs.

Assessment plans will be developed by each core content area as well as electives based on unique needs of the content. Students and families will be provided all the information they need regarding classroom assessments. Additionally, state and national assessment plans will be developed in accordance with the Arkansas Department of Education Division of Elementary and Secondary Education as outlined and approved by the Hope School District Digital Learning.

Students receiving Support Services:

Teachers will provide support in the following manner when students fail to engage, turn in assignments, login, and accept invitations to virtual learning platforms:

1. Teachers will reschedule or assign lessons in online platform
2. Teachers will attempt to contact the student or parent through either a phone call, email, Remind App, or text. (Teacher will document efforts to contact)
3. Teachers will make a second attempt to contact student or parent for assistance (Teacher will document efforts to contact)
4. Teachers will ask other teachers, guidance counselors, social workers, secretaries, paraprofessionals, bus drivers, or any other school personnel to assist them with contacting the parent or student. (document all efforts to make contact)
5. Teachers will mail notices to parents with guidelines on how to connect with the online platform. Keep a copy of notice in the students file.
6. Campus administrators will contact the parent to inform them of the students' return to school for face to face instruction.

Teachers will provide support in the following manner when students fail to participate in

Zoom meetings with the teacher

(in elementary school it is the parents responsibility to login their child for meetings).

1. Teachers will be responsible for communicating Zoom links or other meeting dates and times with students and parents in a timely manner.
2. Teachers will provide make-up assignments by recording virtual meetings and sharing these online for students that are not able to attend the meeting or were absent the day of the meeting.
3. Teachers will provide students and parents with information on how to locate make-up work in the virtual platform.
4. Students will not be penalized for not participating in live virtual meetings



LEA INSIGHTS

Students will not be penalized for not participating in live virtual meetings that are missed. They will be expected to review the make-up information as soon as possible to maintain their classwork.

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.

The district has provided teachers with professional development over the BUZZ/Lincoln Learning tools. We continue to provide updates on Lincoln Learning to all teachers. Teachers have also received professional development over on-line intervention programs including but not limited to Waterford, MobyMax, Curriculet, STAR.

Teacher Supports



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

Technology Support Plan for Educators

Technology support will be provided via professional development sessions, professional learning communities and the use of early out days (as needed) for educators. Due to varied technology needs, each campus will provide training for educators.

Professional development and training will be provided in the following areas but not limited to:

Lincoln Learning and BUZZ navigation

Lessons

Tutorials -- adding information

Supplemental programs (based on campus)

HAC training -- accessing grades and monitoring progress

Communication platforms (Zoom, Email)

Technology devices (Chromebook, tablets)

Campus principals will work with district technology personnel to ensure proper training of educators. The principal is responsible for arranging the training of all curricular programs with the district director of curriculum. Time will be set aside during early-out days to assist and train teachers in using technology, BUZZ, Lincoln Learning, Zoom, Google Classroom.

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 daily planning time (50 minutes) along with weekly PLC meetings. The district will support teachers with digital content and planning through weekly PLC meetings and professional development during back to school meetings.

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.

All students are provided with a technology device for on-line learning and the district will utilize hotspots for those who need them. The district social worker will keep the following people abreast of changes in a students' status: Director of Technology and Director of Curriculum.



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

All HPSD Virtual students will be required to complete state mandated assessments and district assessments on campus. According to the Virtual Learning Academy application, parents assure: "I will bring my child to their school campus for any state required testing or district screenings throughout the year."

- K-2 Assessments
- 3-8 Reading for Learning Assessments
- ACT Aspire Summative
- Civics Exam
- Local Assessments
- The DLM Alternate Assessment
- The ELPA21 Assessment
- The Grade 11 ACT

Testing dates and times will be placed on the districts' and schools' social media pages. Teachers will contact parents to set up testing times.

If a student fails to show up for testing, the district test coordinator will be notified in order to contact the family. The district will make every attempt to complete testing including but not limited to home visits from the district social worker and possible referral to the court system.

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 schools will monitor student progress every three weeks. Students who need additional support (not failing) will receive times for face to face instruction and/or Zoom meetings. Furthermore, students who are failing will return to campus for face to face instruction. The district will also complete the following evaluations:

- October -- Parent/Teacher Conference feedback; Student survey
- November -- Adjust based on feedback and surveys
- December -- Parent and Educator Surveys
- January -- Review survey results
- February -- Adjust based on survey results
- March -- Parent/Teacher Conference feedback; Student survey
- April -- Review all feedback and survey data. Begin development of the Digital Plan for the upcoming school year.



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)

Parents

Attend a mandatory orientation session with the student's instructor for overview of the following programs:

- Lincoln Learning and BUZZ navigation
- Supplemental programs (based on campus)
- HAC training -- accessing grades and monitoring progress
- Communication platforms (Zoom, Email)
- Technology devices
- Technology Support Plan for Parents/Guardians and Students

Technology support will be provided via face to face meeting with parents/guardians and students. Due to technology use based on campus needs, training will be provided by teachers on each campus with additional support from the district as needed.

This orientation will consist of training in the following areas including but not limited to:

- Lincoln Learning and BUZZ navigation
- Lessons
- Tutorials
- Supplemental programs (based on campus)
- HAC training -- accessing grades and monitoring progress
- Communication platforms (Zoom, Email)
- Technology devices (Chromebook, tablets)
- Learning Tools (Canva, Kami, etc)
- Google applications

Family Engagement: Families will be notified of all campus and district events in which their child might want to participate via social media, phone calls and emails. Campus principals will assist in notifying and encouraging participation of virtual students.

Every teacher, every campus and those at the district level will provide all available resources and support through email correspondence, phone, web, social media and Zoom meetings (when necessary). All teacher and administrator emails are located on the district website.

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

<https://drive.google.com/drive/folders/13JW2XRMi387yQcwrNHecIvurCrt-CJRI?u>



Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).

<https://forms.gle/TXYj8JjvmYYEy4hP9>; Feedback <https://docs.google.com/spreadsheet>

Policies

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

<https://drive.google.com/drive/folders/13JW2XRMi387yQcwrNHeclvurCrt-CJRI?u>

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

Virtual students shall follow discipline policies in the student handbook. <https://>

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

<https://drive.google.com/drive/folders/13JW2XRMi387yQcwrNHeclvurCrt-CJRI?u>

[^ Back to Top](#)