



# Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 Farmington School District (7202000)

School Year 2021-2022

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

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

**District:**  
**LEA #:** 7202000  
**Superintendent:** Jon Laffoon  
**Email:** JLAFFOON@FARMCARDS.ORG  
**Phone:** (479) 266-1862  
**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
7202009 - Bob Folsom Elementary School	K-12 all curriculum	Asynchronous	Virtual (Online) / Remote (Distance)	LMS
7202010 - Farmington Junior High School		Synchronous		CMS
7202011 - Randall G Lynch Middle School				
7202012 - Farmington High School				
7202008 - Jerry "pop" Williams Elem Sch				

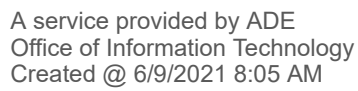


Waivers

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



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>Farmington School District is requesting this waiver.</p> <p>Digital learning provides the opportunity for students and families to have some control over time, pace, and place for learning. Student attendance in the Farmington Virtual Academy will be based on online attendance in synchronous learning and time spent working on coursework for asynchronous learning. This will be monitored by the teacher of record and based on requirements outlined in the Virtual Program Contract. Virtual students will be marked as present if they maintain engagement in learning.</p> <p>Engagement requirements: A student logs in to the learning platform and submits assignments according to specific due dates, and participates in synchronous learning opportunities. Adjustments may be made to meet an individual student's learning needs based on his/her IEP, 504, or LPAC Plan.</p> <p>The building principal and/or teacher of record may work with individual students to accommodate needs for extended time to complete assignments based on extenuating circumstances of a student.</p> <p>If remote learning becomes a necessity for the entire district, all students both onsite and virtual will follow the District AMI Plan for learning during that time.</p> <p>Attendance Policy 4.7 for absences will be modified for virtual learners to determine attendance by online attendance and time the student is working on coursework as monitored by the teacher of record, and based on attendance requirements that are outlined in the Virtual Academy Contract, to ensure the student progresses toward student mastery or credit attainment for the course.</p>



# LEA INSIGHTS

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.
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Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>The DESE Rules for Governing Distance and Digital Learning, SEC. 6.07, state that distance learning courses, as defined in rule are considered “large group instruction” courses for the purposes of the Standards for Accreditation. Classes with 100% virtual enrollment may exceed class size maximums due to the fact that technology-based approaches are the primary instruction delivery and teachers are providing instruction through technology-based approaches utilizing a LMS with digital content and allowing for some degree of self-paced or flexible access. Teachers of record who are dedicated to teaching virtually or have a virtual class will adhere to DESE’s rules regarding large group instruction.</p> <p>State class size restrictions are in place for justified reasons including successfully providing students with individual attention as needed, classroom management, and physical space limitations in classrooms. The nature of digital learning and virtual instruction remove some of those issues. Virtual learning is primarily asynchronous, thus enabling teachers to instruct more than the usual class size load of students. There is no limit to the number of students that can access the online curriculum at one time, however we believe that virtual teachers should not have an open end to the number of students they teach to ensure every student receives the attention he or she requires. Therefore we are requesting the ability for virtual teachers to have up to 180 full-time virtual students 7-12.</p> <p>NWAESC should not be over the class size per grade.</p> <p>In collaboration with NWAESC K-6 Virtual Academy, the maximum student-to-teacher ratio for each consortium teacher will be 45:1. The virtual teacher will be a self-contained teacher to cover grades K-6 and will be responsible for teaching literacy, math, science, and social studies. Farmington School District has set a cap</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				of 10 students per grade level for a total of 15 K-6 students which falls below the 45:1 consortium utilization level enrollments for Farmington District are: K - 1 1st - 2 2nd - 1 3rd - 2 4th - 1 5th - 7 6th - 1



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.
<b>Teaching Load</b> Number of students:  180  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	<p>The Farmington Virtual Academy (FVA) offers a virtual option utilizing a Learning Management System (LMS) with digital content. This allows for a degree of self-paced or flexible access for students, thus allowing for increased class size and teaching load maximums.</p> <p>Therefore we are requesting the ability for virtual teachers to have up to 180 full-time virtual students 7-12.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	<p>Because virtual students have more control over the pace of their instruction and learning, mastery of grade level standards and completion of coursework, the school day is not 6 hours long. Some students will require more time to complete a course and it is possible that some students will be able to finish a course in less time. Instruction is designed so that students master the standards; how long that takes each student may vary.</p> <p>Farmington School District is requesting this waiver.</p>





Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Clock Hours	1-A.2			<p>Students in the Farmington School District will use the NWAESC K-6 Virtual Academy or 7-12 Virtual Arkansas virtual setting where learning is synchronous and/or asynchronous and students will learn at their own time, place and pace. This may mean that the 60 hours of seat time for .5 credit or required clock hours may not be needed to master the course standards.</p> <p>Farmington School District is requesting this waiver.</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Recess</b> (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)	<p>Request to waive the DESE rules governing physical activity standards for students in a virtual setting.</p> <p>Lessons will be assigned to virtual students that support physical activity while learning is asynchronous. Synchronous lessons will not include supervision of student activity. Student schedules will include suggested breaks to provide students time for physical activity in their day.</p>

Digital Model

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

Interaction / Delivery

What are the ways teachers and students will interact with digital content (Synchronous or Asynchronous)? Please describe instructional expectations and participation for students.



The Farmington District will ensure that all requirements of the Science of Reading are met for virtual learners. NWAESC K-6 Virtual Academy will provide K-2 Science of Reading instruction will be a daily synchronous instructional model and support will be given by the host district as needed.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be delivered by using David Kilpatrick's "Equip for Reading Success" and additional supplemental materials such as 95% Group phonological awareness. The phonics component will be delivered through Orton-Gilliam based strategies through the use of Phonics First and/or Phonetic Connections. The Flyleaf portal will be accessed free for decodable text to assist with automaticity of phonics subskills. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. If curriculum is needed to be purchased, Benchmark Workshop will be considered for vocabulary, comprehension and fluency. For other fluency, Newsela and Readworks could be available if needed for grade level text.

The NWAESC Literacy Specialists will also work with and support the virtual teacher to ensure the needs of the students by using assessments and the data to drive their instruction. The assessments will be used to progress-monitor to ensure student success.

Sample daily schedule:

Phonemic Awareness (Whole group and/or small group) 10-15 min

Phonics (Whole group) 30-40 min

Read Aloud- Vocabulary and Comprehension (Whole group) 20-30min

Small Group Instruction 15-20 min per group

For students in grades kindergarten through six in the Farmington District: The Farmington School District will use the Northwest Arkansas Education Service Cooperative (NWAESC) K-6 Virtual option for delivery of instruction for students that are 100% virtual. NWAESC K-6 Virtual Option will use the DESE approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management system (LMS). Students attending the K-6 NWAESC virtual option will, in large part, have control over their pace and location of learning management systems access. Virtual teacher(s) will utilize the Florida Virtual School (FLVS) curriculum in order to facilitate asynchronous lessons. The NWAESC virtual teacher will be trained directly by Florida Virtual School personnel. The teacher(s) will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring. FLVS curriculum is aligned with common core standards; however, teachers will be able to add/delete/modify modules/assignments to meet the Arkansas standards and needs of the students.

The Northwest Arkansas Education Service Cooperative (NWAESC) K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students



student-teacher relationships, and targeted learning for all students. Students will have the opportunity to attend at least three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All K-6 virtual students will be required to attend a minimum of one Zoom session per week per content course. It is highly encouraged that students attend all Zoom sessions each week.

Teacher(s) and students will be able to communicate twenty-four hours a day using the Florida Virtual School FLVS/Buzz (K-6) learning management system (LMS) or through the NWAESC email system. Virtual teacher(s) are expected to communicate with parents and students in the NWAESC K-6 Virtual Option on a daily basis Monday - Friday.

NWAESC will hire an Arkansas certified teacher to deliver instruction online through DESE approved digital provider Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS). Students attending the virtual academy will, in large part, have control over their pace and location of learning management systems access. Content for grade-level general education curriculum is developed by Florida Virtual School, however the teacher(s) have the flexibility to create their own lessons, aligned with Arkansas' Academic Standards in order to meet the needs of individual students.

Sample FLVS courses include:

K-5 Elementary Core Courses

Language Arts Grades K-5

Mathematics Grades K-5

Science Grades K-5

Social Studies Grades K-5

Specials

Art Grades K-5

Physical Education Grades K-5

Spanish Levels Introductory-5

Technology Grades K-5

(Grade 6) Middle Level Core Courses

English Language Arts

Language Arts I (Advanced Available)

Language Arts II (Advanced Available)

Language Arts III (Advanced Available)

Mathematics

Grade 6 Mathematics (Advanced Available)

Grade 7 Mathematics (Advanced Available)

Pre-Algebra

Science

Comprehensive Science I (Advanced Available)

Comprehensive Science II (Advanced Available)

Comprehensive Science III (Advanced Available)

Social Studies

Civics

U.S. History



## U.S. History

World History I

World History II (CA, OH, IN)

Health and Physical Education

Comprehensive PE Grades 6/7

Fitness Grade 6

World Languages

Spanish Beginning

Spanish Intermediate

Electives

Business Keyboarding

Coding Fundamentals

Critical Thinking, Problem Solving &

Learning Strategies

Orientation to Art 2D

Reading I

For students in grades seven through twelve in the Farmington District:

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one on one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. Students are highly encouraged to participate in all zoom meetings scheduled for their benefit. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



What delivery approach will the school or district utilize to meet the needs of both teachers and students (i.e., virtual (online) / remote (distance) or blended (hybrid)? Please explain.

For students in grades kindergarten through six in the Farmington District:  
The Farmington School District will utilize online virtual (remote) learning through the NWAESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through DESE approved digital provider Florida Virtual School FLVS through Buzz, their chosen learning management system (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

For students in grades seven through twelve in the Farmington District:  
The Farmington School District will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online.

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

Â \*If teachers will serve in a dual role, describe whether it will be simultaneously, meaning remote and in-person at the same time with course/schedule specific considerations.



For students in grades kindergarten through six in the Farmington District: The Farmington School District will use the NWAESC K-6 Virtual option for delivery of instruction for students that are 100% virtual. The NWAESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. An Arkansas certified teacher will be employed to provide full instruction for all course content. The NWAESC K-6 Virtual teacher will be required to participate in professional development and digital training with support from the NWAESC K-6 Director/Teacher Center Coordinator (TCC).

All virtual facilitators for K-6 education are licensed educators. A school counselor will serve as the facilitator for kindergarten through third grade students. This person will coordinate with the Northwest Education Service Cooperative to ensure all students are receiving all necessary services for their education. For grades four through six the middle school instructional facilitator will serve as the facilitator for virtual education. This person will coordinate with the NWAESC to ensure all students are receiving all necessary services for their education. Florida Virtual School provides training and support for facilitators to ensure success of the program.

For students in grades seven through twelve in the Farmington District: The Farmington School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students. Virtual Arkansas provides fully certified Arkansas teachers of record while we provide the facilitator. For grades seven through nine the licensed instructional facilitator will serve as the facilitator for virtual education. This person will coordinate with Virtual Arkansas to ensure all students are receiving the necessary services for their education. The district employs a full time virtual learner facilitator for grades ten through twelve that works only with virtual education. This is a non-certified paraprofessional that works directly with the assistant principal to coordinate virtual learning. Virtual Arkansas provides training and support for facilitators via the Virtual Arkansas Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

If class size exceeds limits, the district will work with NWAESC to identify ways to meet the needs of our students.



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





For students in grades kindergarten through six in the Farmington District: NWAESC K-6 Virtual students will be required to attend a minimum of one Zoom session per week per content. It is highly encouraged that students attend all Zoom sessions each week. The teachers and students will be able to communicate regularly using the Florida Virtual School FLVS/Buzz (K-6) learning management system (LMS) or through the NWAESC email system. The virtual teacher is expected to communicate with parents and students in the NWAESC K-6 Virtual program on a daily basis Monday - Friday.

NWAESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content.

The virtual teacher is continuously provided PD and/or support for engaging and relevant synchronous instruction both through FLVS/Buzz and NWAESC. Communication with each school facilitator concerning their virtual students will be frequent and timely.

The NWAESC K-6 Virtual teachers will make recommendations for additional services, including, but not limited to, GT, ESOL, dyslexia, counseling, school intervention team referral, and additional synchronous times to meet students' individual needs.

In addition to instructional interaction, teachers will communicate with students at least weekly to identify barriers to student success including physical, social-emotional well-being and any other wrap around services that may need to be provided.

For students in grades seven through twelve in the Farmington District: Virtual Arkansas teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the student and parent/guardian, and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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

The class size waiver is utilized as needed for the Virtual Academy students only.

For students in grades kindergarten through six in the Farmington District:  
The NWAESC K-6 virtual teacher will be an Arkansas licensed teacher and trained on the Florida Virtual School content management system and Buzz (K-6) learning management system (LMS). The virtual teacher will be provided ongoing support through professional development, as well as through the NWAESC. The NWAESC K-6 Virtual Director/TCC will also provide support for students, teachers and parents as needed.

For students in grades seven through twelve in the Farmington District:  
Virtual students in grades seven through twelve will be taught by licensed teachers through Virtual Arkansas. All virtual teachers will have training for their Virtual Arkansas courses and the Canvas Learning Management System. Virtual teachers receive ongoing professional development through Virtual Arkansas.

All virtual facilitators in the Farmington School District will maintain consistent ongoing communication with the student, family, and virtual teachers for all virtual students. The Farmington School facilitators will monitor students' attendance and work history to determine if extra support is warranted to ensure every student is successful in the virtual program. Local IEP, 504, and LPAC teams will communicate student needs and accommodations with the virtual teacher to ensure all students receive the support they need in those areas. School counselors will address individual needs with virtual students to support their social-emotional learning.

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?



For students in grades kindergarten through six in the Farmington District:  
Using the NWAESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual students. The purchase of Florida Virtual School Curriculum is one of the most important supports that allows a teacher to exceed class size requirements.

A minimum of 200 minutes per week will be provided for teachers to plan differentiated instruction. Teachers will be able to modify the online content and develop personalized lessons to better support the students they serve.

The schools' virtual facilitators will maintain consistent ongoing communication with the virtual teacher(s) as a part of the partnership the NWAESC has with the district to provide a successful synchronous and asynchronous education platform for all virtual learners. NWAESC virtual teacher(s) and assistant director will perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.

For students in grades seven through twelve in the Farmington District:  
By using Virtual Arkansas for our virtual learners the Farmington School District is minimizing the responsibility of instruction by allowing face to face teachers to focus on onsite students only. 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. Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Virtual Arkansas is responsible for teacher training and support. Their partnership with the schools regarding communication with the schools' facilitators is an ongoing part of the support expected in this model of synchronous and asynchronous instruction.



**Technology / Platforms**

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

For students in grades kindergarten through six in the Farmington District:  
The Buzz Learning Management System (LMS) will be utilized through Florida Virtual School.

For students in grades seven through twelve in the Farmington District:  
The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student’s progress, attendance, and engagement level.

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.



For students in grades kindergarten through six in the Farmington District: The Florida Virtual Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Florida Virtual School content management system, for grades K-6, and Buzz Learning Management System (LMS) allow teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides.

The NWAESC K-6 virtual teacher can monitor student progress using the Gradebook and Reporting features built into the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS). The teacher(s) will use the analytics from assignments and tests in order to determine which students need synchronous lessons/tutoring. The virtual teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School and district administrators, school facilitators, and the NWAESC K-6 Virtual option teacher(s) have full access to the reporting feature of the LMS as well. The NWAESC virtual curriculum will cover all subject areas required for elementary students.

For students in grades seven through twelve in the Farmington District: Virtual Arkansas provides access to 139 courses in grades 7-12 which are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

The digital content will be available to students within a platform that provides creation, publication, and student progress tracking capabilities. Students will have access to age-appropriate, engaging lessons, and tools that support learning, including text to speech, audio and translation, text and picture dictionaries, and more. Digital content combines direct-instruction videos featuring expert, virtual teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. The digital content features self-paced learning, which allows students to spend more time on what they need and less on the content they've already mastered. If a student needs additional support to master a learning goal, the digital instruction is designed to provide point-in-time resources and support. The digital content gives Virtual Teachers the resources they need to close learning gaps, plan lessons, execute goals, measure success, and intervene to help students grow. Virtual teachers receive initial and ongoing training on the digital content which includes, navigating the digital content, customizing courses and assessments, troubleshooting, adding activities, planning instruction, and designing interventions. Virtual facilitators receive initial and ongoing training to support the students assigned to them. Virtual teachers and



ongoing training to support the students assigned to them. Virtual teachers and virtual facilitators will have ongoing support from the Virtual Arkansas Facilitator Coordinator, Virtual Arkansas Specialists and Administration, Arch Ford Education Service Cooperative, Southeast Education Service Cooperative, and Dawson Education Service Cooperative Content Specialists, and Virtual Campus Coordinator.

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



For students in grades kindergarten through six in the Farmington District:  
The NWAESC K-6 Virtual option teacher(s) and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student by the district.

The NWAESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

For students in grades seven through twelve in the Farmington District:  
Students will be utilizing Zoom video conferencing software to participate in synchronous learning sessions with their teacher. The Zoom software is downloaded to the district provided device. The Virtual Arkansas teacher will utilize Zoom to facilitate synchronous sessions with students during scheduled Zoom sessions during the week. ZOOM provides a suite of teaching and learning features which include recording, polling, break-out rooms, whiteboard with collaborative and annotation tools, chat, translations, screen sharing, hand raising, reaction emoticons, and remote control option. The remote control option is where the Virtual Teacher is given permission to take control of the user's computer screen to provide navigation and technical support. The Zoom link and Zoom schedule is placed in a common location within each course.



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.

Students at Farmington Schools are provided a chromebook to access digital learning and communicate with their teachers. Several low-cost options for residential internet connectivity are provided to families. Additionally, the school district provides cellular wireless hotspots to any family upon request. Therefore, all students have access to a device and a means of internet connectivity while at home during virtual learning. To ensure all devices remain up to date for students, all chromebooks provided by Farmington Public Schools for student use at home are managed using the g-suite administration console. All chromebooks have automatic updates turned on and will automatically receive OS updates via the internet when they are released by Google. All student technology issues will be supported by the Farmington School District Technology Department. The NWAESC teacher for grades K-6 will be supported by the NWAESC Technology Coordinator. Virtual Arkansas teachers receive technology support within their school technology department. Collaborative efforts will be made to address any technology issues as they arise for students, families, and teachers.

## 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.





For students in grades kindergarten through six in the Farmington District:  
The NWAESC Virtual teacher will be trained to employ actions and behaviors to ensure the food security, physical health, and mental health of students. The NWAESC Virtual K-6 Option uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the NWAESC Virtual K-6 Option teacher(s) will contact the partnering school including the school facilitator, building administrator and/or counselor to step in to provide intervention.

The NWAESC Virtual teacher will be trained to report any suspected maltreatment/abuse to the Farmington School District counselor and building administrator and Department of Health Services. Additionally, the NWAESC Virtual K-6 Option provides ongoing professional development to their teachers to support SEL strategies.

For students in grades seven through twelve in the Farmington District:  
Virtual Arkansas teachers are trained to employ actions and behaviors to ensure the food security, physical health, and mental health of students. Virtual Arkansas uses a variety of methods of communication to do this and partners with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, Virtual Arkansas will contact the partnering school including the facilitator and counselor to step in to provide intervention. Virtual Arkansas teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, Virtual Arkansas provides ongoing professional development to their teachers to support SEL strategies.

The Farmington School District is committed to ensuring the wellness and safety of all students, both virtual and onsite. The school facilitators will be trained to identify needs of students and families through both observation and questioning. The facilitator will address any needs identified by connecting the student or family with resources to provide for those needs. All virtual families have the opportunity to request meals through the school meal program. Students and families will also have the opportunity to request counseling service for the student at any time needed.



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.

District facilitators and virtual teachers will monitor virtual students' progress weekly based on reports from the learning management systems and attendance records. School facilitators will be in contact with virtual teachers and students' families for all K-12 virtual students consistently to relay progress and any needs for improvement. For students that do not show progress, interventions will be provided through virtual teachers. For students that fail to show progress after intervention and communication attempts, those students may be required to attend daily check in meetings and could be asked to come onsite for individual or small group support. Support options may include school counselors, Ozark Guidance Center counselors, and school personnel. As a last resort, students may be asked to return to onsite learning if they are failing to succeed in the virtual program.

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



Any student that is not making the required daily academic progress or is not engaging consistently will receive interventions.

All interventions will be provided synchronously either in person or through digital communication software by trained interventionists. Farmington School District will provide all intensive interventions with NWAESC K-6 Virtual Academy teachers providing periodic standards-based Tier 2 instruction when student needs arise. Digital learning students who need intensive interventions will be assigned specific intervention times each week and will be able to choose either virtual or onsite intervention sessions. The number of intervention sessions each week will be determined by the fidelity of the program being used and the student needs. For instance, Phonics First interventions for Dyslexia are three times a week for at least 30 minutes each session and will be provided by Farmington School District. However, standards-based Tier 2 classroom support might meet once a week for 30 minutes to get a student back on track which can be provided by either Farmington School District or the NWAESC K-6 Virtual Academy teacher.

These interventions may include, but are not limited to:

Teacher activity:

A phone call to parents

Provide small group or one-on-one instruction

Reteach the skill or standard

Academic coaching

Student activity:

Completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student

Mandatory in-person or virtual meetings with the teacher and parent to monitor progress

Increased time spent on coursework

Remediation with a teacher to ensure success on assignments

Teachers will review formative assessment data and identify students not making adequate progress. Teachers, instructional facilitators, and interventionists will provide Tier I, Tier II, or Tier III interventions as needed. This data will be analyzed and monitored by the PLC during weekly meetings that includes teachers, instructional facilitators, and building principal.

Interventions may include, but are not limited to, weekly check-in meetings with the mentor teacher, parent and student meetings with campus administration, or a transition to face- to-face instruction. If student achievement data indicates interventions have failed to produce improved student performance within a four week time frame, the student will be referred to the School's Response to Intervention Team for consideration of more intensive support.

Students are eligible for face-to-face instructional support during the school day or during the evening as scheduled by the student or parent and teacher



or during the evenings as scheduled by the student, or parent, and teacher.

Students may continue or elect to access school-based counseling services onsite or remotely

Services provided through English Language Learners (ELL), special education, gifted education, 504 plans, or dyslexia intervention will be provided remotely or onsite based on student need and/or family preference.

Students may be required to meet onsite for specific services and assessments. If absolutely necessary an alternate site for meeting may be determined.

Support personnel may include, but are not limited to:

counseling/mental health worker

Gifted and Talented Teacher

Virtual Learning Coordinator

RTI support Team

Alternative Learning Environment teacher/support staff

Special Education teacher

English Language Learner teacher

Virtual Teachers

Virtual Facilitators

Northwest Arkansas Educational Service Center Specialists

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



The Farmington School District utilizes current school year trends along with previous school years' data points, including formative and summative assessment results, to support student learning and make evidence based instructional decisions in the best interest of students. Additional data points are analyzed including attendance, discipline, mobility, etc. The Farmington Virtual Academy works with the Response to Intervention team at each school to monitor and support students showing limited improvement throughout the multiple data points. Kindergarten through second grade students complete all state required initial screening assessments onsite three times per year to address the following areas:

phonological and phonemic awareness,  
sound symbol recognition,  
alphabet knowledge,  
decoding skills,  
rapid naming, and  
encoding skills.

Digital administration of the k-2 screeners could be utilized based on individual need in extreme circumstances. Students must come onsite for state required I-station testing. Each school makes personal contact with every parent to make them aware of the requirement for onsite testing.

Students in grades three through eight will complete all beginning, middle and end of year formative assessments in core content areas. Formative assessments may include teacher made formative assessments, MAP Assessments for reading and math, and ACT Aspire Interim Assessments. Also, the initial screening assessment criteria will be used as needed to identify student deficit areas in grades three through eight. Digital administration of these screeners could be utilized based on individual need in extreme circumstances. Assessments may be taken virtually for all virtual students.

The Farmington Virtual Academy staff and virtual teachers of record 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. Students not participating in scheduled zoom sessions, as well as their parent, will be contacted through texts, emails, phone calls, or video communication to ensure they understand the lesson and are able to complete assignments. They will be encouraged to participate in all zoom sessions.

In the rare case where 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 support. Families may also submit a help desk ticket. Additionally, teachers will be able to provide limited support to technical issues or concerns.

Formative assessment may be developed by a Professional Learning



Formative assessment may be developed by a Professional Learning Communities school team or included in content management systems to be administered virtually. PLC teams will analyze results from common formative assessments to monitor students' mastery of grade level content standards in order to provide needed assistance to students.

Virtual Arkansas courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments(open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

District and state assessments are outlined in the Farmington School Handbooks with a timeline for assessment windows. When possible, based on assessment requirements, families will be provided with flexible scheduling options for any formative assessment allowing for this flexibility. Formative assessments may be administered virtually.

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



Early intervention for students with dyslexia are dependent on informed and knowledgeable teachers. Reading interventionists will provide grade-level and content-area teachers with training to better identify students that experience learning difficulties. Virtual teachers and school interventionists may also access online training through ArkansasIDEAS. Reading interventionists receive additional professional development from experts in the field including Vicki King, William Van Cleave, Louisa Moats, and David Kilpatrick.

Data collected from the Early Indicator Checklist (Arkansas Dyslexia Resource Guide, 2017) will serve as the primary tool for teachers to use as they become proficient at recognizing specific characteristics that could indicate the need to refer students to the School Intervention Team (SIT) for dyslexia screening.

Grade level kindergarten through second grade teachers will administer state-required screeners to digital learning students onsite to identify students who may demonstrate characteristics of dyslexia. Farmington School District Teachers or reading interventionists will administer Level I screeners to digital learning students in grades three through eight either onsite or through Zoom/Google Meet. Reading interventionists will administer Level II dyslexia screeners to digital learning students onsite. Rapport, mouth formation, and pronunciations are vital to ensuring accurate results from these screeners. Digital administration of these screeners could be utilized based on individual need in extreme circumstances.

Level I screening assessments include:

- Phonological and phonemic awareness
- Sound-symbol recognition
- Alphabet knowledge
- Decoding skills
- Rapid naming
- Encoding skills

Level II screeners for grades Kindergarten through second grade include:

- CTOPP-2
- GORT

Level I screeners for students in grades 3-6 that experience reading difficulty include:

- Phonological awareness screening test
- DIBELS 8th Edition
- PSI

For students in grade 7 and above, a comparison of standardized assessments such as; NWEA MAP Assessments, ACT and ACT Aspire is made between a student and other students to assess a student's performance on individual components.

Some Level II screeners include:

- CTOPP-2



WRMT-III  
TOWRE  
WIST  
OWLS

Reading specialists from the Northwest Arkansas Education Service Cooperative will administer Level II dyslexia screeners to all grade-level digital learning students onsite if at all possible. Virtual screenings can be completed if absolutely necessary.

All interventionists who provide services for students with characteristics of dyslexia (COD) have been trained by specialists to use the programs they deliver with fidelity.

Farmington School District employs four Instructional Facilitators. The district also employs a trained paraprofessional dyslexia interventionist, and eight highly qualified paraprofessionals who work under the supervision of licensed teachers to provide dyslexia intervention services to students with COD. The Director of student services serves as the district's dyslexia contact. Professional growth opportunities are also included in PLC meetings and include book studies, model lessons, and resource sharing. At the end of each school year, these meetings are dedicated to ensuring smooth transitions between buildings for students with COD. Progress monitoring results are maintained in a shared drive, but this time allows interventionists to share other vital information about the students they serve, including attendance and discipline concerns, and areas of strength and interests. In addition, a dyslexia specialist, fluent in the Response to Intervention process, is available through the Northwest Arkansas Education Service Cooperative to provide training in administering screeners, analyzing and interpreting results from screeners, and determining appropriate interventions that are systematic, multisensory, and evidence based.

Virtual students who demonstrate characteristics of dyslexia (COD), or who have been diagnosed with dyslexia by a medical doctor will receive dyslexia interventions by district personnel trained in dyslexia strategies. The Farmington School District will use Take Flight as its primary curriculum resource to support students with characteristics of dyslexia. Barton Reading and Spelling will be used to support some secondary students in need of services. Digital learning students will be able to choose either virtual or onsite intervention sessions.

Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations and/or modifications per the individual 504 plan uploaded into the SIS by partnering school.

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





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



The district will ensure all GT Program Approval Standards for the gifted program have been met for remote learners.

Kindergarten through second grade GT enrichment instruction will be provided through synchronous and asynchronous learning at a minimum of 30 minutes weekly, by a licensed GT teacher or a Talents Unlimited NWAESC trained enrichment teacher. Whole-group screening will be done at the end of second grade for all virtual second grade students. Parents of second grade virtual students will receive an email directing them to the district website's GT page for information about the screening, with directions to sign their child up for a private assessment onsite. Missing the whole group screening will not eliminate a student from the recommendation process. Information will be gathered through data points in the standard assessment battery to fit within the DESE GT Program identification requirements.

Virtual GT students in grades three through eight will receive instruction through synchronous and asynchronous lessons, ensuring 150 minutes of instruction weekly. Scheduled zooms will occur weekly between the GT teacher and GT students. This will allow time for introducing curriculum, monitoring progress on assignments, and addressing the affective needs of students while students then work both independently, and in groups as needed, on assigned curriculum. Students will be able to reach out to the teacher at any time during the week for assistance with assignments through email, phone calls, and/or zoom meets. Virtual students will also have the opportunity to participate in virtual competitions, such as, the Y.E.S. Business Plan Competition sponsored by the Arkansas Capital Empowering Entrepreneurs and the North America Scholastic Esports Federation (NASEF) Digital Rube Goldberg Machine Minecraft Competition. The Gifted and Talented Specialist from the Northwest Arkansas Education Service Cooperative (NWAESC) will support teachers by providing professional development as needed. Students in grades three through eight may be recommended for GT testing through stakeholder (teachers, parents, relatives, students, etc.) referrals. An onsite time will then be scheduled for this assessment and the results will be provided to our GT placement committee to make a placement decision. Parents and students will be mailed a placement letter detailing the decision. Parents will have the option to meet onsite, through zoom, or by phone with any questions they may have.

The following AP courses will be available to students through Virtual Arkansas:

- AP Art History (10-12)
- AP Biology (10-12)
- AP Calculus AB (11-12)
- AP Calculus BC (12)
- AP Computer Science A (10-12)
- AP Comp. Science Principles (10-12)
- AP Environmental Science (10-12)
- AP European History (11-12)
- AP Human Geography (10-12)
- AP Psychology (10-12)



AP Psychology (11-12)

AP Statistics (11-12)

AP Government & Politics (10-12)

AP English Language (11)

AP English Literature (12)

AP US History (11-12)

AP World History (11-12)

Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP Syllabi for each course the district provides.

Farmington Students have the option for Concurrent Courses through Northwest Arkansas Community College (NWACC) through an agreement between the district and NWACC. This agreement includes a digital option for concurrent courses.

The primary courses offered are :

English Comp I

English Comp II

College Public Speaking

College Algebra

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



The district will ensure District English Learner plan requirements are met for on-site and remote learners.

Program screenings and evaluations will be scheduled on-site with the ESL Coordinator/teacher. The district uses EL Achieve and ESL services will be provided virtually by the district ESL teacher or the highly qualified instructional assistant (IA). The IA is bilingual. The ESL teacher and instructional assistant will have dedicated time in their schedules for virtual instruction and planning.

Accommodations for English learners will be provided through the learning management system by the virtual teachers. NWAESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual English Learner Support Plan uploaded into the student information system by partnering schools. For Virtual Arkansas participants all ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated support. The district will regularly communicate with the virtual platform providers regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

Professional development will be provided to the virtual teacher to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through the district/school.

There will be both synchronous and asynchronous learning opportunities for all virtual English learners. State required assessments will be administered on-site. The ESOL Specialist from the Northwest Arkansas Education Service Cooperative will help provide professional development as needed.

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



In order to ensure students receiving special education services are provided a Free and Appropriate Public Education, the student(s) IEP team will convene and discuss services and supports in a virtual setting. Based on the individual needs of the student, the team will determine the need for specialized instruction and accommodations necessary for the student to make progress on goals and objectives and in the general curriculum. Depending on the individual needs of the student as determined by the IEP team, the virtual setting may be determined to be inappropriate for some students. The district will continue to follow all due process requirements for ensuring a free and appropriate public education. Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education.

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

Farmington teachers in collaboration with NWAESC virtual teacher will provide information for evaluations and conferences when requested. Conferences can be conducted by choice of parent- either virtually or onsite. Students will be scheduled onsite for special education evaluations.

Farmington School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins.

Based on student IEP, Farmington staff will provide the required minutes for each student with any assistance from the NWAESC teacher.

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

- Provide explicit instruction,

- Model learning strategies,

- Make instruction accessible,

- Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

The digital curriculum and learning management system provide accommodations for Special Education students and families. These accommodations include addressing multiple learning preferences, accommodations for assessments, video captions/transcripts, color and contrast considerations, read-aloud and translation tools, multiple means of representation of key concepts (verbal, concrete manipulative, numerical, graphical, and symbolic.) For Special Education students with language challenges, Virtual Teachers can enable Canvas' embedded ReadSpeaker tool, a robust language-support, feature. This tool allows students to hear on-screen text read aloud. Students and families will be supported in using the tools during asynchronous learning through the initial course orientation and the



# LEA INSIGHTS

during asynchronous learning through the initial course orientation and the Virtual Teacher will facilitate the usage of the tools, as needed, during synchronous learning.

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.

All digital accommodations, such as digital notes, text to speech embedded in the learning platform, extended time on assignments, flexible assignments, and adaptive intervention resources, will be provided to both virtual and onsite teachers. Student services committees may determine additional accommodations based on individual student needs. All accommodations will be reflected on students' IEP, 504 Plan, or LPAC and will be supported by the virtual teacher.

## Teacher Supports

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



For students in grades kindergarten through six in the Farmington District:  
The Farmington School District will utilize the NWAESC K-6 Virtual Option as the digital content and instructional solution. The NWAESC K-6 Virtual Option will incorporate training for the usage of the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) and virtual instructional strategies.

NWAESC K-6 Virtual personnel will have the opportunity to attend directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams at each host school. NWAESC K-6 Virtual Option will provide a team of instructional and digital content experts for in-time support for the teachers through FLVS and/or NWAESC content specialists. Finally, NWAESC K-6 Virtual will have a team of technology support specialists to assist with any technological issues.

For students in grades seven through twelve in the Farmington District:  
The Farmington School District will utilize Virtual Arkansas as the digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology issues.

As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.

Virtual learners will be asked to sign an agreement with the Farmington School District that includes participating in state required assessments. Students that do not participate in state required testing will not be eligible to continue as virtual learners.



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?

For students in grades kindergarten through six in the Farmington District:  
The Farmington School District will utilize the NWAESC K-6 Virtual Option. The NWAESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regards to teacher planning time, 40 minutes per day, or 200 minutes per week. NWAESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for the teacher, along with content support from specialists and other educators at host schools. The NWAESC K-6 Virtual Option will utilize curriculum developed by experts within the Florida Virtual School FLVS/Buzz (K-6) learning management systems (LMS) which are aligned to Arkansas state standards. The NWAESC will provide professional development to aid personnel as they provide instruction to the students.

For students in grades seven through twelve in the Farmington District:  
The Farmington School District will be utilizing Virtual Arkansas for our digital content and digital instruction solution. The Virtual Arkansas teachers will be scheduled with a minimum of two hundred (200) minutes each week for each teacher to schedule time for conferences, instructional planning, and preparation. Virtual Arkansas teachers will utilize curriculum developed by Arkansas subject matter experts (SME's) aligned to Arkansas standards. Schools will provide a facilitator or facilitators, depending upon the number of students, to aid Virtual Arkansas teachers as they provide instruction to the students. Virtual Arkansas will provide training to the partnering school's facilitator(s) and ongoing support to facilitator(s) through Virtual Arkansas' Facilitator Coordinator. Prior to the start of school, Virtual Arkansas will support Virtual Teachers with digital content and planning through training on the primary digital content. This training includes guides for recommended pacing, adding supplemental content, and navigating the platform. This digital content and planning component will be supported by Virtual Arkansas.

## District Supports





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

The Farmington School District does not discriminate on the basis of race, color, sex, national origin, or disability. The district will use the following measures to ensure equitable access:

Equal access to technology devices and support in connectivity

Coordination with district support service programs, including special education, 504, ESL, GT, counseling

School intervention teams to ensure full services for all students

Budgeting of state and federal funds to ensure equitable access for all students to educational services

The Farmington School District liaisons for McKinney Vento, migrant, foster care and military family students will coordinate services in each school building to ensure every student has the resources necessary for a successful school experience. Counselors will work with the liaisons to coordinate services for these students as needed.

District personnel will ensure connections between the provider, district, student and family to ensure student success a

minimum of once per week. The district

will have a District Designee (point of

contact) that will work in connection with

the NWAESC virtual teacher to ensure the success of the student.

<http://bit.ly/FSDEquity>

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.

Virtual students will be required to participate in statewide summative and school required testing at the school site. These tests will be monitored by school personnel. Schools will work with parents to schedule assessment dates and times for digital learning students. Students will have the option to assess with their on-site grade level peers or in a separate cohort. Parents and students will sign a Virtual Academy Contract which includes the requirement to test onsite for state assessments. This information will be provided to families prior to signing the agreement for virtual education. This information will also be shared in pre-school meetings and zooms to ensure all families understand this requirement.

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.

Farmington School District will monitor and evaluate the effectiveness of the digital options and the fidelity of implementation by analyzing various data sets, including student attendance, engagement levels, and achievement as measured by successful course completion, and formative and summative assessments such as ELPA 21, ACT Aspire, and MAP. Parent and student surveys will be conducted to gather information about the use of the virtual platforms and success of the virtual program implementation. These surveys will be evaluated to determine areas of success and possible areas for improvement. Administrators will also use data and feedback from PLC meetings to monitor student and program successes and needs.

Teachers, administrators and counselors will identify students receiving failing grades to determine instructional next steps, and to monitor students' progress toward meeting academic requirements. We will collect data quarterly in order to evaluate student progress and identify students that are not performing to grade level or course expectation.

For students in grades kindergarten through six in the Farmington District: The NWAESC K-6 Virtual Option will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The NWAESC K-6 Virtual option will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program. NWAESC leadership will evaluate the effectiveness of the NWAESC virtual teacher through the Arkansas Teacher Effectiveness Support System using both scheduled and unscheduled classroom visits, and process monitoring of the teacher's Professional Growth Plan.

For students in grades seven through twelve in the Farmington District: Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email. Virtual Arkansas leadership will evaluate the effectiveness of the Virtual Arkansas teachers through the Arkansas Teacher Effectiveness Support System using both scheduled and unscheduled classroom visits and process monitoring of the teachers' Professional Growth Plans.



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)



Parent and family input has been a big factor in the decisions made for virtual education in the Farmington School District. Surveys are used for both parents and students to evaluate the needs for the district's virtual program and evaluate the successes of steps taken. Information from these surveys will help guide next steps to improve the program.

Virtual program teachers (NWAESC and Virtual Arkansas) and district facilitators will conduct a virtual orientation using Zoom in August each year for virtual students and families to provide the following:

An overview of expectations for the Farmington Virtual Academy

Training for the navigation of the Buzz Learning Management System (K-6) and the Canvas Learning Management System (7-12)

Training for the navigation of the Florida Virtual School content management system (K-6) and the Virtual Arkansas content management system (7-12)

Strategies for how to be successful in online learning

Weekly correspondence will occur between virtual faculty and parents and students to ensure all academic requirements are being met and problem solve any issues occurring for families and students. Important information and current events will be sent to families electronically. Information will be provided in Spanish as needed.

Virtual school facilitators and teachers will communicate with families in their language of choice when possible.

Zoom meetings can be scheduled with virtual families to provide curriculum and district information and to allow feedback from the families. Special zoom meetings can be scheduled with a parent that is in need of additional support for online tools and resources so that they may better assist their child.

Parents and families will have access to the Learning Management Systems in order to track their child's progress. Parents will be provided progress reports and are encouraged to attend parent/teacher conferences conducted each semester. These can be done through zoom, in person, or by phone as needed.

Family engagement is highly valued and encouraged throughout the year by providing regular NWAESC updates, emails from teachers, just in time meetings at the local level, and up to date information on the district and NWAESC website.

Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the district and Virtual Arkansas website, including the Virtual Arkansas Parent Guide ([https://www.virtualarkansas.org/293342\\_2](https://www.virtualarkansas.org/293342_2)).



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

<https://drive.google.com/file/d/1wbeinX3TqYaMyzFyh7QELrQ7-ta58FUD/view?us>

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

<http://bit.ly/FSDStakeholders>

**Policies**

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

<https://bit.ly/FSDAbsence>

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

<https://bit.ly/FSDDiscipline>

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

<https://bit.ly/FSDGrading>

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