Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

🏛 Hampton School District (0701000)

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 #:	0701000
Superintendent:	Douglas Worley
Email:	dworley@hampton.k12.ar.us
Phone:	(870) 798-6101
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
0701001 - Hampton Elementary School 0701002 - Hampton High School	K-12	Asynchronous Synchronous	Virtual (Online) / Remote (Distance)	LMS CMS

LEA INSIGHTS

Waivers

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

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				Hampton School District will be seeking the attendance waiver for virtual or remote students.

Hampton High School Grades 9-12: The virtual or remote students will complete online assignments using Virtual Arkansas. Virtual Arkansas instructors will communicate with the district about attendance and completion of assignments. Virtual Arkansas instructors to monitor daily/weekly participation and attendance. Additionally, Hampton High School has added an after school tutor who will be monitoring remote student grades and attendance and communicating with parents and teachers.

Hampton Elementary Grades K-8: The virtual or remote students will be offered a hybrid (blended) Virtual Learning Option. Virtual/remote students will be required to attend synchronous instruction through google meets and asynchronous instruction virtually through Google Classroom assignments or take-home packets. Hampton Elementary teachers can monitor students' attendance through Google Classroom with students' completion of assignments. Hampton Hampton Schools attendance can use Remind 101, Class DOJO, email, text messages, completion of assignments and communication. |

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	Hampton School District will be seeking a waiver from student class size. HSD does not expect virtual/remote students to exceed the DESE class size rules. HSD requests the flexibility to adjust due to the unexpected changing conditions during the pandemic.
Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	Hampton School District is not currently seeking a waiver for teaching load. HSD does not expect numbers of virtual/remote students to exceed DESE Rules Governing Teaching Load. HSD will not go above state mandated numbers for teacher load. (this will include on-site and virtual 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	Hampton School District will be seeking the Six Hour Instructional Day waiver for virtual/remote students. HSD virtual/remote students will be on a hybrid (blended) schedule which gives students more control over the pace of their coursework than those engaged in onsite instruction. Therefore, HSD virtual/remote students may not engage in six hours of instruction daily.
Clock Hours	1-A.2			Hampton School District will be seeking the Clock hours waiver for virtual/remote students. HSD virtual/remote students will be on a hybrid (blended) schedule (asynchronous and synchronous) which gives students more control over the pace of their coursework than those engaged in onsite instruction. Therefore, HSD virtual/remote students have more control over the pace of their instruction and learning and completion of coursework may not require 120 clock hours.

Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
Recess (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	Hampton School District will be seeking the Recess waiver for remote students. HSD virtual/remote students will be off-site and may not have scheduled recess times. HSD virtual/remote director will be working with the teachers to encourage virtual/remote students to engage in recess time. The virtual/remote structure does not make it possible for HSD to monitor recess.

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.

Hampton School District will provide assignments in a number of ways. HSD is a one-to-one device district and every student is assigned a device. HSD has continued to grow the number of devices, access points, and services to support student learning. Google Classroom is the Content Management System (CMS) that all materials will be delivered. Each student in the district is assigned a device that is not to be shared and is used for working on class assignments. The devices contain applications and tools that are important for learning. Students are assigned a school email address and trained on the district CMS (Google Classroom) at the beginning of the school year. Students interact with their teachers and peers through this platform. Furthermore, students access

their school work through Google Classroom. Work will be accessed both synchronously and asynchronously through Google Classroom for students in grades K - 8. Hampton High School (grades 9-12) will utilize Virtual Arkansas and Google Classroom to interact with digital content. The Virtual Arkansas Instructors provide class content. The Google Classroom content will be provided by the Hampton High School Teachers. Both Virtual Arkansas teachers and Hampton High School Teachers may use a combination of both Synchronous and Asynchronous content presentation. ALE students will also use a combination of synchronous and asynchronous content using APEX learning systems.

HSD students and teachers use Google Classroom on a regular basis. New students and teachers will be trained to use the platforms by our virtual/remote director. All teachers will have professional development at the beginning of the school year to review procedures and expectations for virtual/remote students. All virtual/remote students as well as their parents will be required to attend a pre-enrollment workshop to become familiar with procedures and expectations.

*How will HSD ensure Science of Reading requirements are met through daily live calls or class recordings?

HSD will ensure SOR requirements are met through the implementation of Heggerty, 95% phonics, and the CKLA/Amplify curriculum in grades K-2. K-2 phonological awareness will be addressed during Heggerty and 95% phonics lessons that focus on rhyming, syllables and phoneme addition, deletion and substitution. CKLA/Amplify core reading curriculum is built on the science of reading that sequences deep content knowledge with research-based foundational skills. In grades 3-6 The Journeys and My Perspective English Language Arts Program lessons will include building content background knowledge, vocabulary, print concepts as well as phonological awareness such as encoding and decoding. The Journeys and My Perspectives curriculum creates a teacher-led, student-centered classroom that focuses on comprehension, automaticity and fluency.

K-6 Classroom teachers will provide synchronous learning through Google meet and asynchronous learning by posting lessons on Google Classroom. K-6 virtual/remote students will be placed in differentiated reading groups based on

virtual/remote students will be placed in differentiated reading groups based on their NWEA scores, dibels, STAR and WRAP testing results. Also, K-6 virtual/remote students will participate synchronously in Science of Reading instruction daily at their regular reading time. Small group instruction will be synchronously 3 times a 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.	The virtual or remote students will be offered a hybrid (blended) Virtual Learning Option. Virtual/remote students will be required to attend synchronous instruction through google meets and asynchronous instruction virtually through Google Classroom assignments or take-home packets. Google Classroom is the Content Management System (CMS) that all materials will be delivered. Some work will be accessed both synchronously and asynchronously through digital coursework through Virtual Arkansas for grades 9-12.

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.	Hampton Elementary Teachers will serve in a dual role using Google Classroom. We will have a virtual/remote director (Virtual Point of Contact) that will be over K-8 remote learners. The Virtual point of contact will be working collaboratively with K-8 teachers in a dual role to have the science of reading instruction synchronously. Hampton High School (9-12) will have students that have Virtual Arkansas teachers primarily for certain subject areas. High School Students who are remote but not using Virtual Arkansas will have instruction delivered both synchronically and synchronically using instructional content developed by Hampton High School Licensed Staff. Hampton High School will have a Remote Liaison assigned to work after school hours to monitor and support remote learners and will facilitate with on-site teachers to ensure students stay on track.
Describe the expectation for teacher instruction, interaction, and frequency with virtual students.	The virtual/remote director will serve as an advisor for each teacher in grades K-8. Teachers will report to the virtual/remote director concerning student's assignments and attendance. Teachers will be available by appointment to meet with parents/students during their daily planning time. Appointments may be scheduled by email or by contacting the virtual/remote director. The virtual/remote director for (K-8) will serve as liaison for each student and teacher as long as our numbers allow. HSD remote coordinator will provide orientation for parents and students during the first week of school. The Coordinator will also provide orientation for parents and students for the second semester in early January. Hampton High School virtual/remote students could have both Virtual Arkansas teachers and Hampton High teachers that are responsible for remote instruction and interaction each day. The remote/virtual instruction will be synchronous and asynchronous. HSD remote coordinator will provide orientation for parents and students during the first week of school. The Coordinator will also provide orientation for parents and students for the second semester in early January.
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?	Hampton School District will be seeking a waiver from student class size. HSD does not expect virtual/remote students to exceed the DESE class size rules. HSD requests the flexibility to adjust due to the unexpected changing conditions during the pandemic.

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?	Hampton School District is not applying for a waiver for teaching load. HSD does not expect numbers of virtual/remote students to exceed DESE Rules Governing Teaching Load. HSD will not go above state mandated numbers for teacher load.

Technology / Platforms

Identify the learning management system/content management system that schools and districts will use? (Canvas, Buzz, Google Classroom, etc.)	Hampton School Elementary and grades 7-8 will provide assignments in a number of ways. Google Classroom is the Content Management System (CMS) and the Learning Management System (LMS) that all materials will be delivered. Work will be accessed both synchronously and asynchronously through Google Classroom for students in grades K-8. Hampton High School will utilize Virtual Arkansas for some of the digital content. The Virtual Arkansas Instructors provide class content. The Google Classroom content will be provided by the Hampton High School Teachers. HSD students and teachers use Google Classroom on a regular basis. New students and teachers will be trained to use the platforms by our virtual/remote director and in conjunction with the district technology coordinator. All teachers will have professional development at the beginning of the school year to review procedures and expectations for virtual/remote students. All virtual/remote students as well as their parents will be required to attend a pre-enrollment workshop to become familiar with procedures and expectations. The teachers will enter grades into eSchool where parents and students will be able to have access to their grades through the Home Access Center (HAC).

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.

K-8 Platforms for Daily Use:

K-2 will use workbooks provided by Amplify and GoMath as well as videos posted on Google Classroom for their daily learning engagements. The videos posted will be teacher created of daily class interactions.   Support for Independent Practice: Accelerated Reader, Freckle Math, and Edgenuity. Grades 3-8 will use workbooks and Google Classroom to submit their assignments. Daily learning engagements will occur through live and archived videos of the daily lessons. Videos that are posted will be teacher created videos of daily class interactions and supplemental videos for instruction. Support for Independent Practice: Accelerated Reader, Freckle Math, Learning Blade, ReadWords, IXL, APEX and Lincoln Learning. K-8 students will be required to watch all learning videos via live setting or throughout the day. This will be monitored by the Virtual Learning Director.

Grades 9-12 Platforms for Daily Use:

Students will use workbooks, Google Classroom and Virtual Arkansas to submit their assignments. Daily learning engagements will occur through synchronous and asynchronous videos of the daily lessons. Videos that are posted will be teacher created videos of daily class interactions and supplemental videos for instruction. Support for Independent Practice: Accelerated Reader, Freckle Math, ReadWords, APEX and Lincoln Learning.

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.

Hampton School District will utilize Google Meet for synchronous video communication software for teachers and students. Zoom will be used for those students enrolled in Virtual Arkansas courses. All district-issued devices are equipped with integrated web cameras and microphones for audio/video communication. Teachers will be issued a bluetooth headset with an integrated microphone to allow movement around the classroom and enable synchronous interaction from remote students.

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.

The district is a one-to-one device district and every student is assigned a device. The district has continued to grow the number of devices, access points, and services to support student learning. Each student in the district is assigned a device that is not to be shared and is used for working on class assignments. The devices contain applications and tools that are important for learning. Students are assigned a school email address and trained on the district CMS, Google Classroom, at the beginning of the school year. Work will be accessed both synchronously and asynchronously through Google Classroom for students in grades K - 12.Students that do not have an internet connection (or reliable internet connection) at home, will be assigned a district owned AT&T or Verizon hotspot for connectivity. Hampton School District has also applied for Emergency Connectivity Fund through USAC (E-Rate) to provide home connectivity for free.

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.
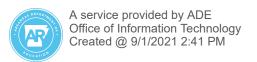
Hampton School District will monitor the wellness and safety (food security, physical, mental health, etc.) of students in a total remote setting weekly through the Hampton School District Virtual Director (by phone, email or video and in person visit if required--counselor/ principal) and also weekly / if not daily through the Virtual Arkansas Academy instructors. Any student thought to be having wellness and safety issues will be reported to the Hampton School District Counselors and Principals for further monitoring. We will provide meals weekly to students that request breakfast / lunch meals Monday--Friday. This will either be picked up by the student / parent or relative or delivered by a bus driver on routes. If a student lives in a remote area, other arrangements for delivery will be coordinated as needed. The school district SRO and school nurse will be utilized to provide in-home visits (wellness/safety checks). Behavioral health referrals will be provided (if 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.

School distance learning facilitator (by phone, email or video and in person visit. Hampton High School will monitor the academic and student engagement (participation / completing assignments) of students in a total remote setting weekly through the Hampton High required--counselor / principal) and also weekly / if not daily through the Virtual Arkansas Academy teachers.. Any student thought to be having participation and/or engagement issues will be reported to the Hampton High School administration for further monitoring / contact. Parents will also be contacted of these concerns via phone, email or in-person. IF issues / concerns continue then a face-to-face meeting will be called with students / parents to discuss issues / concerns and help determine possible solutions in-person. If a student needs additional academic or technical assistance they can come to Hampton High School during scheduled visits / meetings with teachers / technology coordinator / counselor / principal, etc. If a student needs additional academic assistance they can attend scheduled in-person after-school sessions being provided by the Hampton High School staff members. Arkansas Virtual Academy teachers are also available periodically for additional instructional assistance to their class members via internet, emails and phone.

Hampton Elementary School will monitor the academic and student engagement(participation / completing assignments) of students in total or Hybrid remote setting weekly through the Hampton Elementary School teachers of record and the virtual director / principal (by phone, email or video and in person visit if required -- director / principal). Any student thought to be having academic and/or student engagement issues will be reported to the Hampton Virtual director and Principal for further monitoring. Parents will also be notified of these concerns via phone, email or in-person. If issues / concerns continue then a face-to-face meeting will be called with students / parents to discuss issues / concerns and possible solutions in-person.

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

If a student does not make daily academic progress or is not engaging consistently, the virtual director and remote student liaison will intervene. These interventions may include, but are not limited to:

Teacher activities: academic coaching, providing occasional one-on-one tutoring during their conference period, reteaching the skill or standard, and/or phone call to parents.

Student activities: on-site tutoring, completion of specific daily or weekly goals determined by the teachers, participation in in-person or virtual meetings with the teacher and parent to monitor progress.

If additional interventions are needed, the student may be referred to the School Intervention Team which consists of the principal, the counselor, and one teacher. School based mental health counselors will also be included when appropriate.

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

All services provided through special education, ESOL, gifted education, dyslexia intervention, or 504 plans will be provided remotely or onsite based on family preference and/or student need. Students may be required to meet onsite for specific services including occupational, physical, and speech therapies, dyslexia intervention, school-based therapeutic counseling sessions, tutoring, and administration of assessments that may not be provided as effectively virtually.

Virtual students may also receive support from the following support personnel as needed:

Migrant Education
Gifted and Talented
Virtual Director
Special Education
ESOL
School Counselors
504 Coordinator
South Central Service Coop Specialists

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

To support student learning, the Hampton School Elementary uses current school year trends, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students we serve.

Kindergarten - 2nd grade students will complete initial screening assessments onsite or virtual 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. Students in grades 3-6 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas using NWEA.

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

Science of Reading deficits will be addressed with appropriate interventions as needed.

South Central Service Coop Specialists will be called on as needed to provide services to support student learning.

To support student learning, Hampton High School uses current school year trends, including formative and summative assessment results, to make evidence-based instructional decisions in the best interest of the students we serve.

Students in grades 7-10 will complete beginning (BOY), middle (MOY) and end (EOY) of the year assessments in core content areas using NWEA. Students in grade 11 will complete the ACT.

Science of Reading deficits will be addressed with appropriate interventions as needed.

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

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

Hampton District will ensure all requirements of the Dyslexia law are met for on-site and remote learners. Dyslexia screening will be conducted with virtual students in grades K-2 at the beginning of the school year. Take Flight will be used to screen for deficiencies in decoding, comprehension, letter knowledge, and fluency. Therapists will administer the RAN screener to all virtual students in grades K-2. Students that are in need of services will have the option to come on-site for therapy or therapy may be conducted via Google meets. Students in Grades 3-12 that are in need of services will be screened for characteristics of dyslexia. They will be placed in dyslexia therapy as needed. Therapy will be provided onsite or via Google Meets. Virtual Arkansas provides accessibility tools to support students with dyslexia including ReadSpeaker that will read any text in the course to students. Virtual Arkansas will provide the needed accommodations/modifications per the individual 504 plan uploaded into the SIS by partnering schools.

K-2 students are all screened for the following components: ● Phonological and phonemic awareness; ● Sound symbol recognition; ● Alphabet knowledge; ● Decoding skills; ● Rapid naming; and ● Encoding skills Students in grades 3-12 may also be screened upon referral by the teacher. Screeners and Diagnostic assessments will be administered onsite to all students (onsite and virtual). Students displaying markers or exhibiting a need for intervention will be scheduled into a small group intervention that will meet daily with a teacher or paraprofessional trained in Sonday, or a certified Take Flight trainer.

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

| Describe how Gifted and Talented supports and services will be provided to digital learning students. | Hampton School District will ensure all requirements from GT and Program Approval Standards are met for the Gifted Program for remote learners. GT students receive services through Google Classroom and Google Meets grade 4-12. GT teacher provides the same lesson on site that is given to virtual students. Students will be able to meet with their peers during scheduled GT sessions. Grades K-3 whole group enrichment will have lessons added to their DOJO for enrichment purposes on a weekly basis. Identified third grade students are provided 30 minutes of enrichment services weekly. Virtual students will be provided 30 minutes of synchronous learning.

Students are identified for GT services after the first semester of their third grade year by teacher or parent nomination. GT evaluations are conducted by TTCT (creativity test), iQ assessment test, Istation, grades, and non-verbal intelligence test. Evaluations will be conducted face to face during scheduled testing times. |
| Describe how English for Speakers of Other Languages (ESOL / ESL) supports and services will be provided to digital learning students. | Hampton School District will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

ESOL services will be provided to students if they qualify by trained ESOL teachers and or interventionists. Students entering Kindergarten are screened using the ELPA21. Students that qualify from the screener, will receive special instructional services to meet the needs of English language Learners. ESOL coordinator/ interventionist will conduct evaluations and conferences as ESOL learners are identified each year and an evaluation and conference at the end of each school year to determine if adequate progress is being made.

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 supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports. |

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

Hampton School District will provide services and support to digital learners through the following methods:

Every digital learning student with an IEP will be assigned a special education teacher in addition to his or her general education teacher.

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

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

Related service providers, such as speech, physical, and occupational therapists, will facilitate virtual services for students with an IEP through Google Meet if students are unable to receive these services onsite.

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

Student evaluations will be conducted onsite.

At the end of each quarter, the special education teacher will provide students, families, and general education teachers a report of each student's progress toward meeting IEP goals.

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

District special education teachers will email virtual teachers weekly to check on the progress of their remote students.

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

Describe common and frequently used digital

accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

Each student receives their own device, student email, and HAC account. General education teachers have received training and contract time to practice and utilize the LMS / CMS systems so they can provide digital content and feedback for all students. Accommodations that are part of each student's IEP, 504 Accommodation Plan, or LPAC will be shared with teachers so they can be utilized as part of their digital instruction. Additional accommodations may be necessary in the virtual environment. Teachers should document in the student folder any accommodations that they use in addition to the ones in the student plan.

Below are a list of commonly used accommodations for classroom teachers to provide for virtual learners:

1) Use audio recordings or videos instead of reading text.
2) Break large assignments into smaller pieces so students will not be overwhelmed.
3) Give advanced notice of large assignments/tests.
4) Modified texts or alternative materials written on the reading level of the student. Ensure that the instructional materials align and contribute to learning objectives.
5) Allow the students to work with text in a larger print size.
6) Allow students to hear instructions spoken aloud.
7) Get class notes from the teacher.
8) Extended time on assignments.
9) Frequent breaks
10) See an outline of the lesson
11) Get written instructions. A bulleted list of instructions or a checklist is helpful.
12) Use visual presentations of verbal material.
13) Minimize auditory and visual stimulation.
14) Guided notes.
15) Allow the student to give responses in a preferred form (spoken or written)
16) Use of calculator or a table of math facts
17) Use of notes/note cards- ensure students can stop, pause and replay audio files multiple times to take notes.
18) Visual support – Post videos for students as part of their learning experience.
19) Help students with organization.
20) Use manipulatives to learn and practice math skills.
21) Use graphic organizers and sentence starters to help structure and generate writing ideas.
22) Break-out sessions for one-on-one sessions with teachers or virtual director as needed.
23) Take a test over several days or complete the sections in a different order.
24) Mark texts with a highlighter. (Students will have to be given specific instructions on how to highlight text in the pdf.)
25) Use an alarm to help with time management.

Teacher Supports

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

Teachers are scheduled to present and receive additional training on digital instruction and feedback during the summer of 2021 as well as throughout the 21-22 school year. Leadership teams in each building are assigned to help monitor and assist in digital planning and instruction. PLC time is also scheduled to address individual student needs.

Professional development days are embedded in the school calendar for learning components of the digital system. Training will be provided by the local educational cooperative (SCSC) and by district staff. Extended school days (PLCs) are also embedded in the staff calendar for training opportunities and scheduled in the district " job chart". Teachers are able to use this paid time for training if needed or for planning digital content.

HHS - 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.

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 Director will facilitate the support. On-going and job-embedded support will occur throughout the school year.

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?

All teachers will be assigned a minimum of 200 minutes of planning time each week. Planning time will be used to review student data, course content and assessments. Release time will be provided by the district as needed to provide professional development for teachers in order to support the curriculum and improve instructional practices.

The district will continue to partner with the South Central Service Coop (SCSC) in order to provide support to teachers in providing digital lessons.

Teachers will attend PLC meetings throughout the year in order to review student data, collaborate on student engagement strategies and ways to support student progress.

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 district will ensure equitable access to opportunities for success for digital learner's needs (including students of poverty, homelessness, migrant, foster care, and military connected students) by identifying these students through teachers, counselors, principals, support staff , special education LEA and providers of behavioral health, and therapists that service our students. These students along with all of our other students that choose the virtual / remote leaning options will have equal access to digital devices, wi-fi, resources and training. Any students that need additional support and that do not have access to that support will be referred to building counselors, principals, LEA and homeless coordinator to help secure additional resources or support from outside agencies or services that could be provided through normal district programs, funds, or ESSER funds.. (within approved uses of those funds)

The Hampton School District has purchased and assigned devices for 1 to 1 access for students K--12. Students who are attending school digitally are able to use school assigned chromebooks in grades K--12 at home. Parents are responsible for providing high speed internet access. Hampton School District has AT&T and Verizon hot spots and will make those available on a needs basis. Hampton School District also has a lab available with internet access and teacher support for parents and students during school hours and after school hours.

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

The ACT, summative ACT Aspire, ELPA 21, NWEA Map Assessments, and K-2 screeners will be administered onsite for all digital learners.

Parents will be notified of onsite testing requirements during enrollment and registration. This will be stated in the district learning contract that will be signed by the parent before the student is admitted into the program. Refusal by the parent to test on site will result in denied enrollment in the Hampton Bulldog Virtual Academy unless there are documented extenuating circumstances.

Students will test onsite according to DESE guidelines in their grade level buildings. The district test coordinator will coordinate with the building test coordinators and the digital learning coordinators in order to make the district testing schedule. Virtual students will test as a cohort and may test at the same time as onsite students. Testing plans of individual students may be altered based on specific needs of individual students, but must meet DESE test security guidelines.   If extenuating circumstances exist and the student has issues that require individual testing or an alternative time for testing, the district test coordinator will submit a plan to DESE for approval prior to testing.

The district test schedule will be posted on the school website and other social media outlets well ahead of the first testing date in order to give families adequate time to make necessary plans to have students at school on testing days.
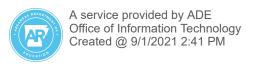
Students will be required to bring their Chromebooks to school for testing. Device updates for virtual students will be pushed out via Chrome management in order for devices to be ready for testing onsite.The technology coordinator will coordinate with the digital learning coordinator in order to ensure that all devices have been updated.

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.

HSD will monitor each remote student daily through the use of our Remote Student Director. Students will be evaluated by the frequency of online login, timely completion of work, academic grades. Students will be evaluated daily and an academic review at 4 week intervals and communication with parents will occur. Students who fail to abide by the agreement signed to be eligible for being a remote student will be asked to return to onsite learning unless there is a medical condition in the household that makes onsite learning a health concern for either the student or a member of the household.

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)

Communication plan for interacting with parents, students, and the community in the digital learning process:

Information will be disseminated by administrators and teachers as needed to parents, students, and the community through the school website, Facebook, Remind 101, the digital marquee, Google Classroom, student emails, etc…

Parent and student orientation will be provided as assigned by grade level to provide information for the 2021-22 school year expectations and train students and parents in the use of tools and resources that will be used for digital learning.   HSD Coordinator will also provide remote learning orientation for parents and students for the second semester in early January.

Parents are encouraged to communicate frequently with teachers and participate in their child's education.

Parents are provided with teachers' contact information upon enrollment. Parent and family engagement meetings will be held a minimum of each nine weeks for each school. Each school will hold a parent-teacher conference in September and February. Parents may attend onsite or a Zoom conference may be scheduled. Individual parent-teacher conferences may be scheduled throughout the school year as needed.

Teachers will communicate with parents and students daily through Google Classroom, Google email, Remind 101, Class DOJO, etc... Google Meet, and Zoom will be used through Google Classroom for virtual instruction for blended learning and the virtual school students to provide consistency in communication with all students and parents.

Students and Parents will be expected to attend Hampton School District Virtual School pre-enrollment workshop to become familiar with expectations, processes, and procedures. Digital learning coordinators have been hired at each building level (K-8 and 9-12) in order to facilitate communication.

Parents will be provided with teacher conference hours, so they will be able to contact parents with any questions or concerns.

Technology questions are to be directed to the digital learning coordinator for each building so they can get assistance from the Technology Department.

Provide the URL to evidence of the local school board's approval of the waiver request(s).	https://www.hamptonbulldogs.school/site/handlers/filedownload.ashx?module
Provide a URL to evidence of stakeholder feedback regarding the waiver request(s) and the district communication plan regarding digital learning program(s).	https://docs.google.com/document/d/e/2PACX-1vTN3oWacFct0QWT-FRaU4gfzl2

Policies

Please provide a link (URL) to the attendance policy for digital learning students.	https://www.hamptonbulldogs.school/cms/lib/AR50000135/Centricity/Domain/
Please provide a link (URL) to the discipline policy for digital learning students.	https://www.hamptonbulldogs.school/cms/lib/AR50000135/Centricity/Domain/
Please provide a link (URL) to the grading policy for digital learning students.	https://www.hamptonbulldogs.school/cms/lib/AR50000135/Centricity/Domain/

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