



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

Trumann School District (5605000)

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 #: 5605000
Superintendent: Brandie Williams
Email: brandie.williams@trumannwildcat.com
Phone: (870) 483-6444
Duration Requested (not to exceed five years): 5 Years
(School year 2021-2022 to 2026-2027)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
5605021 - Trumann Elementary School 5605023 - Trumann High School	K-12	Asynchronous	Virtual (Online) / Remote (Distance)	LMS CMS
5605024 - Trumann Middle School				



Waivers

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



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>Trumann School District will remain open for onsite learning for 178 days (6 hours per day) for all K-12 students. Attendance for onsite students will follow all current Arkansas laws/rules.</p> <p>Students, whose families request for their student to participate in Trumann School District's version of a virtual school after a committee decision (student, parent, principal, teacher of record, counselor, etc.) will be allowed to participate in what we call, Trumann Virtual Academy.</p> <p>Attendance will be kept for students participating in synchronous learning, asynchronous learning, and onsite (partial day) learning. Students will follow all current Arkansas attendance laws/rules for synchronous learning and onsite learning (blended/hybrid).</p> <p>When students participate in synchronous learning, students log in to ZOOM Video Conferencing System (VCS) and participate from their remote location (home) in the onsite class with the teachers and students. Students' attendance in the synchronous learning environment acts in the same way as onsite learner's attendance is kept, following all Arkansas attendance laws/rules.</p> <p>WAIVER NEEDED FOR: Attendance for asynchronous learning will be determined weekly, each MONDAY, for each day/class period for each course in the previous week based upon a 'one lesson per course per day' method. Students will be assigned one lesson per course per day, in their digital learning management system each week. This will be monitored by the assigned liaison (a certified teacher acting as a case manager, who will monitor all aspects of the students learning, services, and who seeks out and connects the student and family to any/all support the student needs). Each MONDAY, the liaison reviews the previous Monday-Friday coursework and enters</p>



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				<p>If on MONDAY, the student completed their 5 assigned lessons in their assigned math course the previous Monday-Friday, the student is counted as present for those 5 class periods.</p> <p>Example #2: If on MONDAY, the student completed 3 of their 5 assigned lessons in their assigned math course the previous Monday-Friday, the student is counted present for those 3 of the 5 class periods.</p>



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Class Size Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17- 812(a)(2)	



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				<p>Trumann School District will remain open for onsite learning for 178 days (6 hours per day) for all K-12 students.</p> <p>Students, whose families request for their student to participate in Trumann School District's version of a virtual school after a committee decision (student, parent, principal, teacher of record, counselor, etc.) will be allowed to participate in what we call, Trumann Virtual Academy.</p> <p>All current Arkansas CLASS SIZE rules/laws will be followed when students are participating in synchronous learning and onsite learning (blended/hybrid).</p> <p>When students participate in synchronous learning, students log in to ZOOM CVS and participate from their remote location (home) in the onsite class with the teachers and students. The student participating in a synchronous class will be acting as if they are physically in the class, thus Trumann School District will "count" them as part of the class and maintain Arkansas allowed CLASS SIZE.</p> <p>WAIVER NEEDED FOR: When students are participating (based upon a committee decision: student, parent/guardian, principal, teacher of record, counselor, etc.) in asynchronous learning, they will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE Approved Digital Providers List (https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-providers/approved-digital-providers-list), Lincoln Learning/Buzz (primarily).</p> <p>The Teacher of Record is not/will not be responsible for contacting parents, grading work, assigning work, etc. The work in these courses for the overwhelming majority is computer-graded. When it is not computer-graded, the</p>



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
				<p>work is graded by either the TVA liaison or one of the district's specialists, who is certified in the course. From experience in the 20/21 school year, this type of grading is very minimal. In essence, the Teacher of Record is primarily in name-sake only. The workload is assigned to the liaison (who acts as a case manager for the student).</p> <p>The district has established liaisons (case managers) for all digital learning students. The liaisons are AR licensed educators who ensure attendance is taken, work is assigned and graded, parents/guardians/students are contacted at a minimum of one time per week. Liaisons also ensure students receive services, therapies, modifications/accommodations, technical assistance, meal delivery (when allowable by USDA/AR Child Nutrition), access to the buildings when needed for state testing, library, attending events, and setting up tutoring/extra help sessions when needed (usually after school, which is paid time by the district to the tutor/teacher), etc. Liaisons are assigned a maximum of 60 students to monitor (based on experience in the 21/22 school year, this is a manageable number for a liaison).</p> <p>When students are enrolled in courses that are run in an asynchronous method, Arkansas CLASS SIZE requirements should be exempt. The assigned liaison carries the workload of the daily interaction and tasks associated with the student. If the Teacher of Record is needed for any interaction with the student(s), they are given an additional preparation period or paid after hours to meet with the student. CLASS SIZE caps should be exempt because there is no daily, direct impact on the assigned Teacher of Record.</p>



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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>Teaching Load Number of students: 250</p>	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812	<p>Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.</p>



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				<p>Trumann School District will remain open for onsite learning for 178 days (6 hours per day) for all K-12 students.</p> <p>Students, whose families request for their student to participate in Trumann School District's version of a virtual school after a committee decision (student, parent, principal, teacher of record, counselor, etc.) will be allowed to participate in what we call, Trumann Virtual Academy.</p> <p>All current Arkansas TEACHING LOAD rules/laws will be followed when students are participating in synchronous learning and onsite learning (blended/hybrid).</p> <p>When students participate in synchronous learning, students log in to ZOOM VCS and participate from their remote location (home) in the onsite class with the teachers and students. The student participating in a synchronous class will be acting as if they are physically in the class, thus Trumann School District will "count" them as part of the class and maintain Arkansas allowed TEACHING LOAD.</p> <p>WAIVER NEEDED FOR: When students are participating (based upon a committee decision: student, parent/guardian, principal, teacher of record, counselor, etc.) in asynchronous learning, they will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE approved Digital Learning Provider List, Lincoln Learning/Buzz (primarily).</p> <p>In the asynchronous learning environment, students will be working independently of each other, on their schedule, and in a remote location. The number of students assigned to a TEACHER of RECORD does not impact the TEACHER of RECORD. The liaison, who the district is committed to capping their assigned student ratio at 1:60 will carry the workload</p>



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				<p>The Teacher of Record is not/will not be responsible for contacting parents, grading work, assigning work, etc. The work in these courses for the overwhelming majority is computer-graded. When it is not computer-graded, the work is graded by either the TVA liaison or one of the district's specialists, who is certified in the course and/or in consultation with the Teacher of Record, who is certified in the course. From experience in the 20/21 school year, this type of grading is very minimal. In essence, the Teacher of Record is primarily in name-sake only. The workload is assigned to the liaison (who acts as a case manager for the student).</p> <p>The district has established liaisons for all digital learning students. The liaisons are AR licensed educators who ensure attendance is taken, work is assigned and graded, parents/guardians/students are contacted at a minimum of one time per week. Liaisons also ensure students receive services, therapies, modifications/accommodations, technical assistance, meal delivery (when allowable by USDA/AR Child Nutrition), access to the buildings when needed for state testing, library, attending events, and setting up tutoring/extra help sessions when needed (usually after school, which is paid time by the district to the tutor/teacher), etc. Liaisons are assigned a maximum of 60 students to monitor (based on experience in the 21/22 school year, this is a manageable number for a liaison).</p> <p>When students are enrolled in courses that are run in an asynchronous method, Arkansas TEACHING LOAD requirements should be exempt. The workload is not on the Teacher of Record, because the course work is self-guided through the CMS/LMS. The assigned liaison carries the workload of the daily interaction and tasks associated with the student, not the Teacher of Record. If the Teacher of Record is needed for any interaction with the student(s), they are given an additional preparation period or paid after hours to meet with the student. Again, from experience in the 20/21 school year.</p>



regularly from experience in the LEA/LEA context of work, this interaction is minimal at best. TEACHING LOAD caps should be exempt because there is no **utilized** impact on the assigned Teacher of Record.

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Six Hour Instructional Day (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	



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				<p>Trumann School District will remain open for onsite learning for 178 days (6 hours per day for all K-12 students). Students who apply to and are enrolled (pending committee decision) in Trumann Virtual Academy Students using asynchronous learning will be assigned a full load of content/assignments, etc. dependent upon their grade level and or/credits required. Their assigned courses/assignments/assessments should closely mirror those of their onsite peers.</p> <p>Since the virtual program is designed to be student-driven and allows for asynchronous and synchronous learning, TVA students' schedule and programming allow for some flexibility in pacing and hours worked to completion of daily assignments. Students enrolled in TVA will follow the work expectation of 'one lesson per course per day. While on average lessons in the Lincoln Learning/Buzz LMS run 45 minutes (averaging a SIX HOUR INSTRUCTIONAL DAY), this may vary depending on the subject, lesson, skills taught, student understanding, and prior learning, etc. Therefore, when working in an asynchronous environment, students may or may not fill a 6-hour day.</p> <p>WAIVER NEEDED FOR:</p> <p>When students are participating (based upon a committee decision: student, parent/guardian, principal, teacher of record, counselor, etc.) in asynchronous learning, they will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE approved Digital Learning Provider, Lincoln Learning/Buzz (primarily). This coursework is designed with student-driven lessons that students can complete at their own pace with the work expectation of 'one lesson per course per day. For some TVA students, this coursework may take close to the onsite SIX HOUR INSTRUCTIONAL DAY. However, depending on the length of the lesson. understanding. prior</p>



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				<p>exposure to content, etc. not all lessons will require the same amount of time allowing for a degree of variance in time spent in each lesson for each TVA student (some may complete the days work more quickly while others may take more time to gain the same skills). All courses are aligned with AR Curriculum Standards and on Arkansas approved Digital Learning Providers list. In the asynchronous environment, time spent is not a perfect indicator of mastery, so TVA will focus on completing all assignments in the course, passing them, thus showing proficiency in the AR Standards for that course.</p> <p>In short, students assigned to asynchronous learning will be assigned a full load of content/assignments, etc. Their assigned courses/assignments/assessments closely mirror those of their onsite peers. When working in an asynchronous environment, students may or may not fill a traditional SIX HOUR INSTRUCTIONAL DAY or may require more than the traditional day.</p>



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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.
Clock Hours	1-A.2			



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				<p>Trumann School District will remain open for onsite learning for 178 days (6 hours per day) for all K-12 students.</p> <p>Students, whose families request for their student to participate in Trumann School District's version of a virtual school after a committee decision (student, parent, principal, teacher of record, counselor, etc.) will be allowed to participate in what we call, Trumann Virtual Academy.</p> <p>Trumann School District understands that according to A.C.A. 6-15-216, "A high school unit of credit shall be awarded for a course which meets for a minimum of 120 CLOCK HOURS unless the public school district awards units of credit based on subject matter competency in compliance with the public school district's approved plan." All current Arkansas CLOCK HOUR rules/laws will be followed when students are participating in synchronous learning and onsite learning (blended/hybrid).</p> <p>When students participate in synchronous learning, students log in to ZOOM CVS and participate from their remote location (home) in the onsite class with the teachers and students. The student participating in a synchronous class will be acting as if they are physically in the class, thus Trumann School District will "count" them as part of the class and the student will be earning/working towards meeting their required Arkansas CLOCK HOURS.</p> <p>WAIVER NEEDED FOR: When students are participating (based upon a committee decision: student, parent/guardian, principal, teacher of record, counselor, etc.) in asynchronous learning, they will be attached in eSchool to a Teacher of Record onsite, but the content will be provided by a DESE approved Digital Learning Provider, Lincoln Learning/Buzz (primarily). This coursework is designed with self-guided lessons that students can complete</p>



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				<p>at their own pace. Some students will spend the required 120 CLOCK HOURS when completing the course. Some more advanced students will spend LESS than the required 120 CLOCK HOURS in the course. Some students will spend more than 120 CLOCK HOURS when completing all assigned coursework. The goal will be for the student to complete all assignments and assessments as assigned by the liaison on behalf of the Teacher of Record. All courses are aligned with AR Curriculum Standards and on Arkansas approved Digital Learning Providers list. In the asynchronous environment, CLOCK HOURS are not the goal, but completing all assignments in the course, passing them, thus showing proficiency in the AR Standards for that course.</p> <p>In short, students assigned to asynchronous learning will be assigned a full load of content/assignments, etc. Their assigned courses/assignments/assessments closely mirror those of their onsite peers. When working in an asynchronous environment, students may or may not fill the clock-hour requirements (could be less or more than their school-age peers).</p>



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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)	



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				<p>To provide age-appropriate breaks in learning, active play, and engagement in the outdoors and per Act 614 of 2019, parents/guardians of students in grades K-4 working in the digital learning environment will be instructed to oversee and implement RECESS requirements of “40 minutes of unstructured play” for students as part of their daily schedule. This parent/guardian expectation has been defined in the Trumann Virtual Academy (our district’s title for digital learning services) Handbook, through discussion of recess expectations, and shown in a sample schedule (guiding parents/guardians on how a typical “at-home” schooling day should look with times for coursework, time for lunch, time for recess, etc.).</p> <p>WAIVER NEEDED FOR:</p> <p>Trumann Virtual Academy recognizes the need for daily exercise and unstructured outdoor play for our younger students. The expectation to provide a 40-minute RECESS is communicated with parents/guardians in our TVA Handbook, at enrollment, and in a sample daily schedule given to our K-4 parents/guardians and students. However, since the day-to-day work schedule is implemented at home by parents/guardians the Trumann School District cannot assure that this expectation is always being met.</p>



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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.



Trumann School District will remain open for onsite learning for 178 days (6 hours per day) for all K-12 students. Trumann Virtual Academy (TVA) is a “campus” without a campus within the Trumann School District with a staff of licensed teachers-liaisons and administrators dedicated to serving our virtual students’ educational needs. Students in grades Kindergarten through 12, learn virtually utilizing several different learning platforms and teaching styles that each deliver high-quality content and instruction. Our goal in TVA is to meet the needs of the whole child. Students enrolled in TVA may work asynchronous, onsite (partial day), or synchronously depending on the course and individual student needs. While working virtually, these students are still part of the Wildcat Family and are offered all the opportunities of our traditional onsite learners such as technical assistance, free breakfast and lunch, access to participate in extracurricular activities, and other support services.

To facilitate the educational needs of our virtual learners, students enrolled in Trumann Virtual Academy will be assigned to an Arkansas certified classroom teacher acting as a liaison between the students/parents and guardians and the teachers of record and onsite TSD staff. The liaison will make at least one contact per week by phone, email, or face to face meeting (virtual or in-person) to each student to “check-in” on work progress and grades in the LMS, facilitate services (speech, OT, PT, counseling), schedule meetings onsite, connect the student with the teacher of record as needed for tutoring, extra instruction/explanation of the content, etc., and help provide and maintain the ever-important relationship between student and school.

Each student (under the direction of their parents/guardians) wishing to participate in TVA will meet with a committee (principal, a teacher of record, liaison, counselor, etc.) to design their school day. Each student’s school day will reflect their needs and educational desires.

Here are three WAYS that students will be allowed to participate in learning if they are choosing Trumann Virtual Academy:

#1. A partial day with TRADITIONAL instruction and a partial day with ASYNCHRONOUS digital instruction.

Example of Option #1: Student A is a 10th-grade student who is choosing to participate in TVA. They desire and the committee agrees that the student can independently work in an asynchronous learning environment using the Lincoln Learning LMS and/or Virtual Arkansas LMS for all of their required courses and electives. The student took JROTC I in their 9th-grade year and wants to continue to participate in JROTC onsite in their 10th-grade year. The committee agrees that the student can participate in asynchronous Geometry, English 10, World History, Biology, Art 2, Health, and Personal Communications. The committee agrees that the student can participate in onsite JROTC II and the student will attend this in-person onsite daily. The student will receive weekly check-ins either by phone, email, or Zoom call from a certified classroom teacher acting as our TVA liaison assigned to this student. They will also receive feedback from the onsite ROTC instructor about that course.



LEA INSIGHTS

#2. A full day of digital instruction with periodic digital face-to-face or phone call check-ins.

Example of Option #2: Student A is a 5th-grade student who is choosing to participate in TVA. They desire and the committee agrees that the student can independently work in an ASYNCHRONOUS learning environment for all of their required courses and electives. The committee agrees that the student can participate in asynchronous Literacy, Math, Science, Social Studies, PE, Health, Art, and Music. All coursework will be provided through the Lincoln Learning/Buzz LMS. The student will receive weekly check-ins either by phone, email, or Zoom call from a certified classroom teacher acting as our TVA liaison assigned to this student.

#3. A partial day with TRADITIONAL instruction, a partial day with ASYNCHRONOUS digital instruction, and a partial day with SYNCHRONOUS digital instruction.

Example of Option #3: Student A is a 3rd-grade student who is choosing to participate in TVA. They desire and the committee agrees that the student can independently work in an asynchronous learning environment for all of their required courses: Literacy, Math, Science, Social Studies, PE, Health, Art, and Music utilizing the Lincoln Learning/Buzz LMS. The student is identified for characteristics of dyslexia and is identified as Gifted and Talented. The committee also agrees that the student can participate in synchronous, delivered through Zoom, dyslexia interventions daily for 30 minutes from 8:30 am to 9:00 am each Monday - Friday. The committee also agrees that the student may attend onsite Gifted and Talented classes (offered synchronous or onsite) each day from 2:00 pm-3:00 pm.. The student will receive weekly check-ins either by phone, email, or Zoom call from his/her liaison. The student will also receive feedback from the dyslexia interventionist and gifted and talented teachers regularly.

Below are different WAYS that students may participate in asynchronous, synchronous, and onsite (partial day) learning:

Asynchronous Learning Opportunities:

Students in grades K-12 will be assigned the majority of their courses using Lincoln Learning Empowered/BUZZ, which partners with and incorporates within the content: Khan Academy, Discovery Education, and Phet Simulations. Courses offered by Lincoln Learning are aligned to Arkansas Curriculum Standards.

Students in grades 7-12 who need courses that are not offered by Lincoln Learning/Buzz, will be assigned courses using Virtual Arkansas, which are also aligned to Arkansas Curriculum Standards and which is on the state-approved list for digital learning providers.

Students needing credit recovery support (grades 9-12) will be assigned courses using Apex Learning, which is on the state-approved list for digital learning providers.

Synchronous Learning Opportunities:



LEA INSIGHTS

Synchronous Learning Opportunities:

If a student (with committee decision) participates in TVA and needs to take Arkansas History, they will be assigned to the synchronous learning version of this course. The student will log into ZOOM (online video software that allows the teacher to see the student and the student to the onsite peers in the classroom and the teacher teaching the class) to view and participate in the Arkansas History Class during an assigned period every day. Assignments and assessments will be given digitally using Google Classroom (online classroom format).

Onsite (Partial Day) Learning Opportunities:

Students (with a committee decision) may participate in onsite classes. Trumann School District is open for onsite learning for 178 days (6 hours per day) for all K-12 students. For example: If a student desires to participate in football and band every day onsite while working asynchronously in their other classes, this will be scheduled for that student.

Below are INSTRUCTIONAL EXPECTATIONS and PARTICIPATION expectations for students:

Asynchronous INSTRUCTIONAL EXPECTATIONS and PARTICIPATION EXPECTATIONS:

Students enrolled in asynchronous learning using the Lincoln Learning/Buzz (grades K-12) and/or Virtual Arkansas (grades 7-12, only for courses not offered in Lincoln Learning/Buzz) are expected to follow the work expectation of 'one lesson per course per day' for all asynchronous courses. Completion is dependent on time spent on the lesson and submission of assignments when applicable. Students are also expected to be available to meet with their TVA liaison at least weekly. Completion of the day's work equals attendance for that day.

Synchronous INSTRUCTIONAL EXPECTATIONS and PARTICIPATION EXPECTATIONS:

Students are expected to participate like all other students enrolled in the synchronous course onsite. They will log in and ZOOM (video conferencing/chatting/talking/discussing) with their teacher and classmates as if they were onsite. Attendance will be taken daily and assignments/grades facilitated daily.

Onsite (Partial Day) INSTRUCTIONAL EXPECTATIONS and PARTICIPATION EXPECTATIONS:

Students are expected to participate like all other students enrolled onsite. Attendance will be taken daily and assignments/grades facilitated daily.



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



LEA INSIGHTS

Through a committee decision (student, parent/guardian, principal, teacher of record, counselor, etc.) working together to decide if digital learning options via Trumann Virtual Academy will provide the student their best approach to learning the TSD will use a whole child approach, looking at educational and social-emotional needs of each applicant to determine the best placement/least restrictive environment and most effective APPROACH for DELIVERY of instruction. TVA students could be completely assigned to asynchronous (virtual learning) or synchronous (remote learning). They could also be assigned to onsite learning (combining onsite, asynchronous, and synchronous).

Examples of Delivery:

#1 Student A is an independent, high-achieving 8th grader, and showed great progress in asynchronous virtual learning in the 20-21 school year. It is likely the Trumann Virtual Academy committee will agree that this is the “best” approach to learning in the 21-22 school year for this student (if this is what the student/their family requests). This student would work asynchronously in the Lincoln Learning/Buzz LMS and curriculum in an Virtual DELIVERY APPROACH.

#2 Student B is a 9th-grade student with an IEP who has a medical concern and parents do not feel comfortable with the student attending onsite. Student B will work asynchronously in the Lincoln Learning/Buzz LMS and content for most core and activity courses. The student will work virtually synchronously using Google Classroom CMS and the Zoom VCS with their special education teacher to meet the “minutes” required in their IEP in the designated area. Educational content for core courses and activity classes provided through the Lincoln Learning/Buzz LMS will be modified within the LMS by the student’s TVA liaison following the student’s TSD IEP. This is an example of virtual delivery where the student works both synchronously and asynchronously.

#3 Student C is a 4th-grade student with a diagnosed mental health/behavioral disorder that according to the student’s parent and medical physician (by official statement) makes working on site all day difficult for the student. A committee (student, parent/guardian, principal, teacher of record, counselor, etc.) will meet to discuss the student’s strengths and weaknesses onsite to develop a behavior plan and determine the student’s most productive time of day. The student will attend onsite learning during this time participating in the educational day based on the classroom teacher’s daily schedule and will attend asynchronously using the Lincoln Learning for courses in a Virtual Delivery Approach, not met onsite. While onsite the student may also receive mental health services, meet with the school counselor, or check in with their TVA liaison.

#4 Student D is a high school sophomore who was expelled by a vote of the Trumann School District School Board for cause after an altercation on campus. In response to A.C.A.6-18-502 which requires Arkansas Public Schools to “include programs, measures, or alternative means and methods to continue student engagement and access to education during periods of suspension or expulsion,” Student D was assigned to participate in TVA. The student will work asynchronously in both the Lincoln Learning/Buzz LMS and APEX software for all required coursework and credits as the Virtual Delivery Approach



unrequired coursework and creates as the virtual delivery approach.

Meeting the NEEDS of TEACHERS:

With the design of Trumann Virtual Academy, the majority (90%+) of the students are primarily participating in asynchronous learning. This learning, provided primarily through Lincoln Learning/Buzz and/or Virtual Arkansas does not require a face-to-face teacher or tutor. The lessons are aligned to Arkansas Curriculum Standards and are scripted/designed in a way that a student can follow the lessons and work independently through their course work.

Trumann School District, in seeking to support the child in a whole-child approach, will assign the student to a liaison (a certified teacher) who will check on them weekly at a minimum (face to face or via phone). They will be the support for the student as they navigate through the software, need technical support, need to come onsite to take state assessments, need access to services (OT, PT, speech, dyslexia, etc.). The role of the liaison lifts the burden of the Teacher of Record.

What is the Teacher of Record responsible for? As required by Arkansas, through eSchool, each student is assigned to a licensed Teacher of Record for all courses that they are enrolled in. This is no different for TVA students. If they are taking, for example, English 9, they are assigned to the self-guided course in Lincoln Learning/Buzz or Virtual Arkansas. The student is attached to the English 9 onsite teacher. The English 9 teacher has access to the students' work, grades, email, etc., but (from experience in the 20/21 school year) the teacher does not have/or need daily contact with the student. Daily contact and grading of work are provided by the liaison to help with technical issues, services, etc. If a student needs occasional support to understand the digital content, the teacher of record is notified to assist the student by the liaison. The teacher of record either assists the student in an additional preparation period assigned to them or after school, which the teacher is compensated for by the district. Liaisons monitor grades and at the midterm grading period and the end of the grading period, review the student's grades with the Teacher of Record. The Teacher of Record inputs the grades into the eSchool system, assigning them to the student. The work of the Teacher of Record is minimal. The liaison works under the direction of the Teacher of Record and in support of the Teacher of Record, handling all of the day-to-day tasks, meeting with the student, and assisting the student and family as needs arise.

With this setup, class size caps and teaching load for the Teacher of Record should be exempt, because there is little to no direct impact on the assigned Teacher of Record. If the Teacher of Record is expected to assist with any tutoring or help, the teacher will be assigned an additional period to assist the liaisons with this task.

Meeting the NEEDS of STUDENTS:

Trumann Virtual Academy strives to provide a hands-on approach to decision making and meeting student needs from beginning to end. Decisions about placement are by a committee composed of the student, parents/guardians, teacher of record, administrator, counselor, etc. This committee will closely examine student grades, test scores, attendance, and behavior when making



LEA INSIGHTS

Examine student grades, test scores, attendance, and behavior when making decisions about acceptance into the TVA program. The committee will use this data to determine the best delivery approach for instruction to meet the student's strengths and weaknesses. This will mean that the delivery of instruction will be customized for each TVA student.

Students enrolled in TVA will be assigned a certified teacher to act as the liaison between the student/guardian and the onsite school setting. This liaison is required to attempt contact with their assigned students at least once a week by phone, email, Zoom, or person face-to-face meetings. During these check-ins, liaisons are trained to not only assess and discuss the educational and technical needs of the student but to assess the social-emotional needs as well. (As mandated reporters, TVA liaisons are required to report any alarming behaviors or actions stated or observed during weekly check-in times or Zoom meetings.) TVA liaisons, while not the teacher of record, can connect struggling students with the content area teachers if a student needs extra support with a skill or assignment either through virtual tutoring or onsite assistance.

Students are provided an ACER 11 SPIN Chromebook, a VERIZON internet hotspot, all needed tangible instructional materials (science supplies, art supplies, etc.), and meals (currently USDA waivers allow delivery of those meals to virtual students, which Trumann School District provides weekly).

Parents/Families, when meeting in the committee and with the liaison, are encouraged and guided on ways to set up quiet, organized workspaces in the home that allow for learners to successfully work in a virtual environment.



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.



PRIMARY DIGITAL INSTRUCTIONAL METHOD: As we seek to meet the diverse needs of our student population students may be served in a variety of delivery approaches. Most of our students will be served in an asynchronous delivery using the Lincoln Learning/Buzz (grades K-12) and Virtual Arkansas (grades 7-12 for courses not offered in Lincoln Learning).

Classroom Teachers will primarily be responsible for our TSD onsite learners.

Synchronous learning (provided by a Teacher of Record) will be used minimally to address specific curricular or student needs. For example, some students needing course credit in Arkansas History, which is not offered by Lincoln Learning/Buzz, may be placed in a synchronous class using Google Classroom as the CMS.

If teachers are expected to serve in a dual role serving students both onsite and in a synchronous environment simultaneously there will be an addition of no more than 1-2 synchronous students per period and CLASS SIZE and TEACHING LOAD will follow all current AR laws/rules.

Teachers working in the dual role {onsite and synchronous (remote learning)} will be responsible for uploading content to the CMS, checking grades, and communicating expectations for the course with students and parents/guardians. The student in synchronous learning (remotely) will be acting as if they were onsite, except using ZOOM VCS and Google Classroom CMS as their route to the classroom experience.

The teachers working in dual roles {onsite and synchronous (remote learning)} will also be able to communicate with the TVA liaison assigned to the student for additional support in communication with students and parents/guardians, scheduling meetings, assisting with the delivery of material, and helping with addressing technical issues.

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



Trumann Virtual Academy is structured in a way to provide the best most consistent instruction and services to both our virtual and onsite students. TSD has created a “new virtual school” within a “school” staffed with its own TVA K-12 Coordinator, TVA Special Education Coordinator, and a dedicated staff of liaisons to meet students day to day educational, technical, and social-emotional needs.

INSTRUCTION: TVA students will be attached to a Teacher of Record. If the student comes onsite for part of their day (blended/hybrid) learning and/or participates in synchronous learning, the Teacher of Record treats the student like any other onsite student. The only difference is that the synchronous learner will be accessing the classroom via ZOOM VCS and Google Classroom LMS/CMS. All current AR laws/rules remain in place.

INSTRUCTION: TVA students assigned to asynchronous learning will be attached to a Teacher of Record onsite through eSchool, but the LMS and course content will be provided by Lincoln Learning. The teacher of record is not/will not be responsible for creating/uploading content, contacting parents, grading work, assigning work, etc allowing them to prioritize onsite learning. Teachers of Record may assist minimally (under the direction and in coordination with the assigned TVA Liaison) with curriculum needs at the student and/or parent guardian request or upon liaison decision based on need. This additional help may occur by phone, email, or through a virtual or onsite tutoring program in which the Teacher of Record will be compensated by the district. If the Teacher of Record is expected to assist on a larger scale with TVA or with any tutoring or help, the teacher will be assigned an additional period to assist the liaisons with this task.

The district has established dedicated TVA liaisons for all digital learning students. **FREQUENCY:** TVA Liaisons will meet at a minimum weekly with students and their families. The liaisons are AR licensed educators/TSD contracted teachers who ensure attendance is taken, work is assigned and graded, parents/guardians/students are contacted at a minimum of one time per week.

INTERACTION with STUDENTS: TVA Liaisons also ensure students receive services, therapies, modifications/accommodations, technical assistance, meal delivery (when allowable by USDA/AR Child Nutrition), access to the buildings when needed for state testing, library, attending events, etc. The liaison/student/parent/guardian relationship is the heart of Trumann Virtual Academy. Liaisons are the face of Trumann Schools for many students and parents. The liaisons’ support of student learning and communication seeks to build an important relationship/partnership to maintain that vital link to onsite learning and opportunities.



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?



LEA INSIGHTS

Trumann School District is ONLY requesting a WAIVER from CLASS SIZE for asynchronous learning.

SUPPORTS FOR TEACHERS and STUDENTS: Students assigned to asynchronous learning will be attached to a Teacher of Record onsite, but the content will be provided by Lincoln Learning/Buzz (grades K-12) and Virtual Arkansas (grades 7-12 for courses not offered by Lincoln Learning/Buzz). Because these programs offer self-guided, independently led instruction, the Teacher of Record is not responsible for “teaching/facilitating” instruction to asynchronous learners. The asynchronous learners work on their schedules and at their own pace. The Teacher of Record is not/will not be responsible for contacting parents, grading work, assigning work, etc. Exception: About 10% or less of assignments do require a teacher to grade them. From experience, a simple rubric provided by the LMS guides this grading process. If the Teacher of Record is needed to grade the student work in these situations, the Teacher of Record will either be provided an additional preparation period or compensated for after-hours work. From experience in the 20/21 school year, this type of grading is minimal and typically handled by the liaison under the direction of the Teacher of Record.

The district has established liaisons for all digital learning students. The liaisons are AR licensed educators who act as a “case manager” for each student ensuring attendance is taken, work is assigned and graded, parents/guardians/students are contacted at a minimum of one time per week. Liaisons also ensure students receive services, therapies, modifications/accommodations, technical assistance, meal delivery (when allowable by USDA/AR Child Nutrition), access to the buildings when needed for state testing, library, attending events, etc.

MONITORING and DETERMINING IF SUPPORTS ARE ADEQUATE:

With the organization of Trumann Virtual Academy and the support of the TVA Liaisons, CLASS SIZE maximums are a non-issue for a Teacher of Record. Also, Trumann School District is committed to not assigning more than 60 digital learning students to one liaison (based on experience from the 20/21 school year). The assigned liaison carries the workload of the daily interaction and tasks associated with the student, not the Teacher of Record. If the Teacher of Record is needed for any interaction with the student(s), they are given an additional preparation period or paid after hours to meet with the student. Continually monitoring of adequate supports will be determined by anecdotal records taken by the TVA Coordinator and Principal in ongoing conversations with the Teachers of Record. Again, from experience in the 21/22 school year, this interaction is minimal at best. CLASS SIZE caps should be exempt because there is no daily, direct impact on the assigned Teacher of Record. In the asynchronous environment, students are working independently. It does not impact student learning if the CLASS SIZE in eSchool (students register to a course in a certain period) exceeds the current allowable CLASS SIZE cap, because the students are working independently, on their schedule, and in a remote location.



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?



Trumann School District is ONLY requesting a WAIVER from TEACHING LOAD for asynchronous learning. ***Please note: This section's explanation is very similar to the CLASS SIZE explanation. The same reasoning supports both.***

SUPPORTS FOR TEACHERS and STUDENTS:

Students assigned to asynchronous learning will be attached to a Teacher of Record onsite, but the content will be provided by Lincoln Learning/Buzz (grades K-12) and Virtual Arkansas (grades 7-12 for courses not offered by Lincoln Learning/Buzz). Because these programs offer self-guided, independently led instruction, the Teacher of Record is not responsible for "teaching/facilitating" instruction to asynchronous learners. The asynchronous learners work on their schedules and at their own pace. The Teacher of Record is not/will not be responsible for contacting parents, grading work, assigning work, etc. Exception: About 10% or less of assignments do require a teacher to grade them. From experience, a simple rubric provided by the LMS guides this grading process. If the Teacher of Record is needed to grade the student work in these situations, the Teacher of Record will either be provided an additional preparation period or compensated for after-hours work. From experience in the 20/21 school year, this type of grading is minimal and typically handled by the liaison under the direction of the Teacher of Record.

The district has established liaisons for all digital learning students. The liaisons are AR licensed educators who act as a "case manager" for each student ensuring attendance is taken, work is assigned and graded, parents/guardians/students are contacted at a minimum of one time per week. Liaisons also ensure students receive services, therapies, modifications/accommodations, technical assistance, meal delivery (when allowable by USDA/AR Child Nutrition), access to the buildings when needed for state testing, library, attending events, etc.

MONITORING and DETERMINING IF SUPPORTS ARE ADEQUATE:

With the organization of Trumann Virtual Academy and the support of the TVA Lesions, TEACHING LOAD maximums are a non-issue for a Teacher of Record. Also, Trumann School District is committed to not assigning more than 60 digital learning students to one liaison (based on experience from the 20/21 school year). The assigned liaison carries the workload of the daily interaction and tasks associated with the student, not the Teacher of Record. If the Teacher of Record is needed for any interaction with the student(s), they are given an additional preparation period or paid after hours to meet with the student. Again, from experience in the 21/22 school year, this interaction is minimal at best. TEACHING LOAD caps should be exempt because there is no daily, direct impact on the assigned Teacher of Record. In the asynchronous environment, students are working independently. It does not impact student learning if the TEACHING LOAD in eSchool (students register to a course in a certain period) exceeds the current allowable TEACHING LOAD cap, because the students are working independently, on their schedule, and in a remote location. Continually monitoring of adequate supports will be determined by anecdotal records taken by the TVA Coordinator and Principal in ongoing conversations with the Teachers of Record



TEACHERS OF RECORD

Technology / Platforms

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



LMS: Trumann Virtual Academy is a “hands-on” learning environment that seeks to use a whole-child approach to learning. Decisions about programming and delivery of instruction will be made in a committee setting. Students enrolled in TVA may be enrolled in asynchronous learning using the Lincoln Learning Empowered (primary source)/BUZZ LMS. LL is a DESE Approved Digital Providers List (<https://dese.ade.arkansas.gov/Offices/learning-services/digital-learning-providers/approved-digital-providers-list>). Lincoln Learning/Buzz (primarily) is partnered with Khan Academy, Discovery Education, and Phet Simulations. LL Solutions has also partnered with APSRC to provide assistance and professional development to school districts and staff in implementing their digital learning programs. Course content provided by Lincoln Learning/Buzz is developed by a team of curriculum specialists and aligned to Arkansas Curriculum Standards.

7-12 students enrolled in TVA may be assigned to asynchronous learning for some courses using Apex Learning or Virtual Arkansas. Both APEX Learning and Virtual Arkansas will be monitored onsite by designated onsite facilitators as assigned by the building administrator.

TeachTown will be utilized for some severe special education students to meet the needs of their special education IEP and learning goals/objectives.

Describe the digital content that will be available to students, including any digital curriculum and supports that are available to teachers. If the district is using a content management system (CMS), please specify grades levels and subjects that the CMS will address.



LEA INSIGHTS

CMS: Students who may receive some of their content in a synchronous format will use the content management system Google Classroom/G-Suite. This system is very familiar to students and staff both onsite and digital. Trumann School district is a Google school with many of its teachers being Level 1 or 2 Google certified. Students working in a synchronous environment may learn by interacting with traditional curriculum with classroom teachers through ZOOM and Google Hangout VCS for a more personal or face-to-face learning environment.

Describe Digital Content:

To service our students in the best ways possible TSD has elected to use a variety of LMS and CMS for both onsite and digital students. This allows for great flexibility in delivery methods and a wider range of content and curriculum. Students enrolled in TVA may receive digital content from multiple providers depending on specific educational needs and interests.

Lincoln Learning/Buzz will be the primary content provider for coursework K-12. Courses and content in Lincoln Learning/Buzz are aligned to Arkansas Curriculum Standards. With more than 170 online core, elective, and specialty courses, each Lincoln Empowered course provides students with proven, standards-based instruction that encourages excitement and creativity. Students working in Lincoln Learning will interact with the skills in a variety of ways to provide ample learning opportunities. Students will also complete both formative and summative assessments within the LMS with data collection that determines mastery and can inform decisions about curriculum moving forward.

Students in grades 7- 12 may utilize content from Virtual Arkansas to gain needed coursework not offered in Lincoln Learning/Buzz. Virtual Arkansas courses are designed and written by subject matter experts (SME's) and who are Arkansas Certified teachers. Virtual Arkansas courses and content are designed and developed using the Arkansas State Standards, Quality Matters standards, and the National Standards of Quality of Online Courses as their foundation. This process includes an internal review of the courses by Quality Matters certified online course reviewers. Courses are designed to be fully ready for student interaction and teachers have all the content needed to effectively provide support and instruction to students.

Some 9-12 grade students needing credit recovery services to regain failed credits or placed in the district ALE program may receive content through the APEX content management system. TVA students placed in courses in APEX may be in either 'Core' or 'prescriptive' pathways. 'Core' courses are controlled onsite by the ALE Teacher of Record and lessons are unlocked designed by the onsite pacing guides and structure. 'Prescriptive' courses are student-driven and give students opportunities to take pre-tests to assess mastery and possibly test out of specific lessons. This allows students to work at a quicker pace and regain more credits in a shorter time.

TeachTown will be available for severely disabled special education students in



LEA INSIGHTS

Teachtown will be available for severely disabled special education students in grades K-12. Teachtown provides education in life skills and transition to adulthood, foundations in literacy, mathematics, and science. Scaffolded lessons in Teachtown are student-driven based mastery of skills, need for interventions, and goals assigned based on their learning plan. The content utilizes auditory, visual, and sensory teaching methods to meet a variety of learning styles.

TVA students in grades K-12, who are working in a synchronous environment will work using Google Classroom and the same curriculum and content as onsite students. Teachers who are teaching in the synchronous (provided by the Teachers of Record) will upload the TSD approved onsite curriculum (ex. Arkansas History) and content to Google Classroom for student access.

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.

VCS: Trumann Virtual Academy students will primarily use Zoom or Google Hangout video conferencing software for weekly check-ins with liaisons and to participate in synchronous learning sessions with their teachers. The Zoom software and Google Suite of tools will both be downloaded to the district-provided device. Links to Zoom or Google Hangout meetings or sessions will be shared via the students' school district Gmail or in the Google Classroom for synchronous learners.



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.

Ensuring FAPE for ALL LEARNERS: All TSD students are issued an ACER Spin Chromebook each school year. Students are also offered the opportunity to participate in protection insurance for ACER Spin Chromebook at an annual cost of \$33.00.

The Trumann School district serves a rural, high poverty student population, therefore realizing that not all students have equal access to high-quality internet at home. If the student does not have a stable internet at home, an internet source via a mobile hotspot (owned and operated by TSD), Verizon brand, will be provided for the student learner to use free of charge.

Students are also provided with technical support for using the Verizon hotspot and Chromebook by one of the district technology coordinators or technicians. The TSD also has a technology helpline available to parents and students for after-hours technology concerns. The technology helpline will be available on the Trumann Virtual Academy webpage and TSD social media.

Each student's school-issued Chromebook is CIPA compliant and monitored by district-purchased software, GoGuardian. This program allows teachers and TVA liaisons to monitor all student activity on the school-issued devices.

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.



Upon enrollment in Trumann Virtual Academy, each student will be assigned a TVA liaison. This liaison is responsible for checking in on students weekly. This may take place through scheduled WEEKLY face-to-face, virtual, or a combination “CHECK-IN” provided by a TVA liaison.

During these WEEKLY check-ins, liaisons will assess not only the academic progress of their assigned students, but also discuss any additional needs such as technical assistance, food services (meal delivery if available), scheduling onsite meetings, and connecting the student with needed services such as therapies, counselor services, or mental health. If the student is struggling, more frequent check-in may be required. Onsite school counselors and school social workers are available to virtual learners in a synchronous or onsite delivery method to students.

EXAMPLE of ASSISTING with FOOD SECURITY: TVA students are eligible for free breakfast and lunch daily. In 2020-2021, school parents had the option to have meals delivered to their home weekly. TVA liaisons worked to secure and maintain accurate addresses for delivery and communicated missed delivery or dietary needs to the TVA Coordinator and Food Service Coordinator. Currently USDA has granted waivers that allow for meal delivery. If USDA extends these waivers, meals will be delivered in 21/22. If they are not extended, meals will be offered onsite for virtual learners.

EXAMPLE of ASSISTING with MENTAL HEALTH: A TVA student is struggling with anxiety in digital learning. The liaison and coordinator have reached out with various supports (monthly calendar/weekly pacing of assignments per course), 1:1 Zoom conferences, more frequent check-ins). During the weekly check-in, the parent/guardian requests support with mental health services. The TVA liaison contacts the school counselor and district social worker to help set up the referral for services.

A Trumann Virtual Academy Coordinator and Trumann Virtual Academy Special Education Coordinator have been established and will ensure all support services are in place for students. These Coordinators are also available to parents and students as an additional resource for support and assistance with educational, physical, and social-emotional needs.



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



LEA INSIGHTS

WEEKLY Face to Face, Virtual, or a Combination “Check-ins” will be provided by a Trumann Virtual Academy Liaison. If the student is struggling with academic grades or engagement, more frequent check-ins will be required. These check-ins will be done via phone, email, text, ZOOM, home visits, visits to campus, etc. From experience in the 20/21 school year, a customized approach is necessary to fully engage families. Example #1: Some families respond better to weekly phone calls on the same day/time each week. Example #2: Some families need text reminders daily to ensure students are on task.

Additionally, TVA Liaisons utilize a district-provided program GoGuardian that allows them to monitor students' daily engagement on their school-issued Chromebook. This monitoring allows TVA liaisons and teachers to see what challenges students are encountering (in real-time) and help navigate them through those challenges.

While working in digital learning these students are still part of the Wildcat Family and are offered all the supports of our traditional onsite learners such as: technical assistance, free breakfast and lunch, extracurricular activities, and other support services. This includes: social worker, counselors, SROs, dyslexia therapists/interventionists, LEA supervisor, librarian, student services coordinator, testing coordinator, etc.

EXAMPLE of ASSISTING STUDENTS with ENGAGEMENT: A student is not turning in assignments after multiple attempts to contact them and their parents/guardians via phone, text, email, ZOOM, etc. Home visits will be conducted by either the TVA Coordinator, social workers, SRO, etc.

EXAMPLE of ASSISTING STUDENT WITH ACADEMICS: If a student is struggling to understand a unit of instruction in their Lincoln Learning/Buzz Course work, this will be discussed at a weekly check-in and the TVA Liaison will schedule a time for the student to work with the District Math Specialist during the day for assistance.

In addition to monitoring STUDENT ACADEMICS through weekly check-ins, all TVA digital learners are expected to participate in all interim and summative assessments. TVA learners are required to come onsite for testing. If they fail to do so, they are choosing to not participate in TVA any longer. These testing dates are coordinated with our campus Student Service Coordinators, TVA Liaisons, TVA Coordinator, Parent/Guardian, and Student. Student's progress or lack thereof on these assessments are discussed with building-level leadership, the student's TVA committee, and the student with their parent/guardian. The goal is to monitor their learning progress and to ensure academic growth for the student. If the student is not meeting growth expectations, the TVA committee for that student will convene and discuss the best adjustments to make to ensure learning.



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

As mentioned in the response above, student academic progress will be monitored via weekly “check-ins” and via the monitoring of their scores on interim and summative assessments. Whether students are growing or struggling, their progress or lack thereof will be discussed with building-level leadership, the student’s TVA committee, and the student with their parents/guardians. The goal is to monitor their learning progress and to ensure academic growth for the student. If the student is not meeting growth expectations, the TVA committee for that student will convene and discuss the best adjustments to make to ensure learning.

In a committee meeting, if the student is identified in need of Tier 2 or Tier 3 learning interventions in reading or math, the student will be served in their “least restrictive environment,” as per the committee decision. In most circumstances, these services will most likely be provided onsite in a brick-and-mortar classroom setting. If the committee decides that digital learning is the “best option” for the student, RTI could be provided in a synchronous approach with an interventionist or via an online software (iStation, USA Test Prep, etc.). Again, progress will be monitored by the TVA liaison and discussed with building-level leadership and the student’s TVA committee.



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

Students enrolled in Trumann Virtual Academy will undergo a regular assessment of their progress and skill mastery. Both FORMATIVE (Assess it! activities) and SUMMATIVE (Mastery Assess it! activities) are embedded within the Lincoln Learning/Buzz LMS. Teachers have access to data relating to student's skill mastery based on these assessments within the learning platform. APEX and Virtual Arkansas also have embedded formative and summative assessments as components of their instruction.

Students will be required to come onsite frequently for state-mandated SUMMATIVE testing and district-wide interim FORMATIVE testing (STAR, Dibels, ACT Aspire, ACT, Civics exam, DLM, etc). Parents/guardians and students will be made aware of this expectation in the TVA Handbook and during the initial committee meeting. Onsite formative assessment will be scheduled in advance with written notice of testing dates sent by letter via mail, through phone or email communication with the TVA liaisons, and using our district social media outlets and REMIND. Parents will be required to provide transportation to and from the onsite formative assessment. Assessments will be given under the direction of the TSD Testing Coordinator, building level staff (student service coordinator and/or instructional facilitator, etc), with the assistance of TVA staff and liaisons.

Some FORMATIVE assessments (STAR 3-12, IStation, Freckle, etc.) may be taken at home under the direction of the parents with technical assistance from the TVA liaisons and building Instructional Facilitators. These ongoing assessments provide data to help to guide instruction and monitor virtual students' progress. They can also inform decisions in the committee set about a student's continuation in the TVA program.



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

As required by ACT 1268 of 2015 and ACT 930 of 2017, students will be SCREENED for DYSLEXIA. Students will be required to come onsite for these assessments. School counselors, student success coordinators, and instructional facilitators will be great resources for questions regarding these laws.

In a committee meeting, if the student is identified in need of Tier 2 or Tier 3 learning interventions for CHARACTERISTICS OF DYSLEXIA, the student will be served in their “least restrictive environment,” as per committee decision. In most circumstances, these services will most likely be provided onsite in a brick-and-mortar classroom setting. If the committee decides that digital learning is the “best option” for the student, DYSLEXIA SERVICES could be provided in an onsite or synchronous approach with an interventionist. Again, progress will be monitored by the TVA liaison and discussed with building-level leadership and the student’s TVA committee. Any materials (manipulatives, word cards, worktexts, etc.) will be provided to virtual learners (either to be picked up by the parent/guardian or delivered to their home).

Dyslexia services will be provided based on the student’s plan and/or 504. For the majority of students, it is expected that services will be provided onsite during specific periods each day. TVA students will need to come onsite or attend these classes virtually as directed in their dyslexia plan and/or 504. Failure of students to attend dyslexia services may result in a request for students to return to onsite instruction. Accommodations based on the student’s 504 will be provided within the LMS by the TVA liaison.



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

As we strive to deliver the full spectrum of services to our students, Trumann Virtual Academy students in grades K-2 will receive gifted and talented content virtually weekly. This content will be developed by the Elementary GT teacher and uploaded into an asynchronous course embedded in the Lincoln Learning LMS for K-2 Gifted and Talented.

Students enrolled in TVA in grades 3-8, who have been identified and placed in the district gifted and talented program will have the option to continue attending GT content courses either in a synchronous utilizing Google Classroom and Zoom or attending a designated GT period onsite.

TVA students in grades 9-12, who have been identified and placed in the district gifted and talented program will receive these services via Pre-AP and AP courses. This Pre-AP or AP coursework could be provided onsite or in Google Classroom in a synchronous environment with the coordination of the teacher of record, GT Coordinator, and TVA liaison.

All GT students will be provided access to email and/or ZOOM their GT teacher and/or AP teachers for assistance as needed throughout each week. GT students will be invited and encouraged to attend extracurricular GT-based activities such as Quiz Bowl, Chess, and Odyssey of the Mind.



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

Trumann Virtual Academy, upon a committee decision that a student will participate in digital learning options, will provide the student the best approach to learning. The “best” approach will be determined by student needs. Students could be completely assigned to asynchronous, synchronous, and/or partial day onsite.

Trumann School District offers embedded onsite ELL supports in onsite general education and special education classes. This will be discussed in committee meetings (with a translator available) when determining the best educational delivery options for ELL students. Also, TSD offers an onsite after-school program to all ELL students. If the committee determines that an ELL student will participate in a digital learning option, the committee will need to establish what supports need to be in place to ensure success, (to include participation in the afterschool program).

ELL students will be required to attend ELPA testing onsite yearly.

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



All students desiring to be accepted into Trumann Virtual Academy must be approved by committee decision based on grades, performance, attendance, test scores, etc. In addition to the TVA Committee members, Special Education students also need the consideration of the student's special education IEP Team meeting. This IEP separate programming conference scheduled by the special education teacher following all guidelines for notification of the meeting, committee members, etc. as dictated by the Sped processes. If the committee decision approves placement in TVA, an IEP team will determine the least restrictive environment.

Trumann Virtual Academy students, who have educational accommodations/modifications will receive their modifications/accommodations in their digital courses.

Modifications/accommodations such as reduced items, reduce answer choices, provide extended time, change question type, read aloud, etc. can be made to content within the LMS by the student's assigned liaison to meet the student's IEP. Students receiving special therapies/services (speech, OT, PT, mental health) as outlined in their IEP may receive these services virtually, onsite, or at an off-site facility. If adjustments need to be made to meet the individual student needs, any member of the student's team can call a meeting to discuss those needs.

Students may (based on IEP and team decision) be asked to participate synchronously with their special education teachers to receive special education services as dictated by their IEP. All special education students in TVA will check in with both their TVA liaison weekly and their special education teachers consistently throughout each quarter, either virtually or face to face to ensure adequate progress is being made and to determine if additional modifications/accommodations need to be made. Annually, students and parents will still be required to meet either virtually or onsite to address concerns or to make necessary IEP changes. These IEP meetings will be scheduled by the student's assigned case manager following all dictated special education policies and procedures. Students must come onsite for all formal special education evaluations such as the DLM and the re-evaluation process.

All special education students enrolled in TVA are assigned to the Trumann Virtual Academy Special Education Coordinator. This coordinator not only acts as the liaison performing all of the liaison duties (weekly check-in, technical assistance, social-emotional awareness, etc.) for the special education students in TVA but works directly under the guidance of the TSD LEA, Dr. Kimberly Cooper to ensure all facets of the student's IEP are being met. The TVA Sped Coordinator can review each student's IEP with their case manager on a bi-weekly basis to monitor progress and update goals and objectives. The Sped Coordinator will also communicate with parents/guardians and students, facilitate meetings onsite, assist with special education paperwork and documentation, and give extra support/direction and guidance to the TVA special education students.



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.

Students are afforded all accommodations/modifications as listed on their IEP or 504 learning plans. TVA students working asynchronously in Lincoln Learning/Buzz will have content and coursework adapted to meet their specific learning goals as stated in their IEP. Many modifications/accommodations can also be made to coursework within the LMS by the liaison before assignment to the students such as reduced items, reduced answer choices, extended time, change question type, partial credit, read aloud, etc. Special education students also get additional exposure to assessments to aid in mastery of skills. Hard copies of readings, practice work, worksheets, and assessments may be provided to some students upon a decision by the parents/guardians and TVA team.

Some severely disabled special education students may be placed on an alternate platform, Teachtown, to receive some of their content and meet specialized goals.

Teacher Supports

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



SUPPORTS for TEACHERS:

The district-level leaders and building-level leaders work closely in the Trumann School District. Weekly leadership meetings with administrators and instructional leaders and monthly content and/or topic-centered leadership meetings ensure that TSD is a united district, working together to support each other as we support learners as they progress through the K-12 experience.

All educators in the Trumann School District are presented with a variety of professional development and support opportunities each year. Administrators, Instructional Facilitators, and Tech Coordinators have presented/continue to present summer PD to provide district and building-specific training to meet our staff needs. Teachers are offered Google Level 1 and 2 Bootcamps, Google Assessments, and a Technology Mini-Conference, in which staff will be asked to volunteer and teach various courses exhibiting the strengths of our staff thus ensuring that teachers are prepared to implement the LMS/CMS successfully. Currently, the majority of the staff is Google Certified Level 1. Approximately 25% are Google Certified Level 2, and most recently 5 employees were named Google Certified Trainers.

In the 2020-2021 school year, Trumann School District has also partnered with APSRC. APSRC works to support TVA in the Ready to Learn Digital Learning implementation through professional development opportunities and a partnership with Lincoln Learning Solutions to continue the learning process.

Trumann School District has created a structure of support for Trumann Virtual Academy-- in this chain: Superintendent, Assistant Superintendent, District Literacy/Curriculum and Math Specialists, LEA Supervisor, Trumann School District's TVA Coordinator, and TVA Special Education Coordination. The TVA Coordinator and TVA Special Education Coordinator take the lead (with support from the chain) on ensuring liaisons and teachers of record (as needed) are trained or are receiving the training they need to use each LMS and CMS.

Also, TVA Liaisons and Teachers of Record are supported by building-level instructional facilitators and district-level instructional specialists if they come across content or instructional needs in their day-to-day function as TVA Liaisons. A simple email or conversation will ensure support is requested and applied.



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?



LEA INSIGHTS

The Trumann School District made a conscious effort to allow Teachers of Record to prioritize onsite learning and to minimize the impact on their day-to-day work by Trumann Virtual Academy students and content.

Students are assigned in eSchool rosters to content-specific teachers of record, however, they do not interact with their digital students regularly. The only consistent role of the Teachers of Record is to enter grades for TVA student grades into eSchool's TAC two times per quarter upon receipt from the TVA K-12 Coordinator.

Trumann School District (DISTRICT SUPPORT) has put into place Trumann Virtual Academy Liaisons to support students and Teachers of Record. TVA Liaisons are responsible for checking in with students on a minimum of a weekly basis. During these weekly check-ins, liaisons will assess not only the academic progress of their assigned students, but also discuss any additional needs such as technical assistance, food services, scheduling onsite meetings, and connecting the student with needed services such as therapies, counselor services, or mental health. If the student is struggling, more frequent check-in will be required. While working in digital learning these students are still part of the Wildcat family and are offered all the opportunities of our traditional onsite learners such as technical assistance, free breakfast and lunch, extracurricular activities, and other support services. A Trumann Virtual Academy Coordinator and Trumann Virtual Academy Special Education Coordinator have been established and will ensure all support services are in place for students. These Coordinators are also available to parents and students as an additional resource for support and assistance with educational, physical, and social-emotional needs.

In regards to DEVELOPING and PLANNING INSTRUCTION:

Option 1: Teachers of SYNCHRONOUS LEARNERS will plan for these students as if they were onsite. Synchronous learners will engage as if they were an onsite student sitting in the teacher's classroom. The difference will be that the learner will be access learning via ZOOM VCS and/or Google Classroom. CLASS SIZE and TEACHING LOAD caps will follow all current AR rules/laws.

Option 2: Teachers for partial day onsite learners will plan for these students as they do for all onsite learners. When students are on-site, they will be treated as any onsite student. CLASS SIZE and TEACHING LOAD caps will follow all current AR rules/laws.

Option 3: When students are participating in ASYNCHRONOUS LEARNING, students use the Lincoln Learning/Buzz (grades K-12) and/or Virtual Arkansas (grades 7-12, only for courses not offered in Lincoln Learning/Buzz) and are expected to follow the work expectation of 'one lesson per course per day' for all asynchronous courses. Teachers of Record DO NOT DEVELOP or PLAN lessons. They are provided by the CMS. As mentioned earlier, the content is developed by Lincoln Learning Solutions and delivered through the Lincoln Learning/Buzz or other LMS and managed by the Trumann Virtual Academy K-12 Coordinator, TVA Special Education Coordinator, or the TVA liaisons. All of



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LEA Coordinator, TVA Special Education Coordinator, or the TVA Liaisons. All of the day-to-day work with TVA students, digital content, grading, communication with parents, weekly check-ins, etc. is conducted by the dedicated TVA liaisons.

The Trumann School DISTRICT realizes and SUPPORTS teachers/liaisons through the above-noted division of duty that allows onsite teachers to focus on their onsite students and curriculum, while the TVA team prioritizes our digital learners' progress and success.

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.



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Trumann School District's Mission statement states, "Trumann School District, a caring and collaborative learning community, will ensure each student achieves intellectual and personal excellence and is well prepared for college and career pathways." Trumann Virtual Academy is a "campus" without a campus within the Trumann School District. It has its own staff (TVA K-12 Coordinator, TVA Sped Coordinator, TVA Liaisons) and large district support staff that includes all services that onsite students are provided: social worker, counselors, SROs, dyslexia therapists/interventionists, LEA supervisor, librarian, student services coordinator, testing coordinator, migrant coordinator, etc. The TVA and onsite support staff work together to serve our virtual students' educational and social-emotional needs.

All interested TSD students will have the opportunity to participate in TVA, regardless of their status/identification: poverty, homelessness, migrant, foster care, and/or military connected students.

Students in grades Kindergarten through 12, learn virtually utilizing several different learning platforms and teaching styles that each deliver high-quality content and instruction. Trumann Virtual Academy, upon a committee decision that a student will participate in digital learning options, will provide the student the best approach to learning. The "best" approach will be determined by student needs. Students could be completely assigned to asynchronous/synchronous virtual learning or a partial day onsite or any combination of delivery methods.

Access to technology is key to success in a digital world. TSD issues each student an ACER Spin Chromebook with a Verizon mobile hotspot (provides internet).

Trumann School District offers a variety of CTE, extracurricular, and athletic opportunities for students. TVA students are encouraged to participate in these opportunities either synchronously or onsite. In the 2020-2021 school year, several 9-12 students worked primarily asynchronously from home and chose to attend onsite for an athletic period, band, JROTC, or higher tiered CTE courses that require hands-on learning with large equipment (example: welding in agri). We will encourage this type of engagement for all TVA students, helping them to be well-rounded and connected to the school environment.

As a high poverty school, food insecurity is a real and serious issue facing many of our families. Due to this specific need, Trumann School District participates in the Community Eligibility Provision. All Trumann School District students receive a free breakfast and lunch daily. With USDA (federal) waivers, we currently (and will continue to do so, if allowed) deliver meals to all virtual learners' homes each week in meal packs.

TVA Liaisons are the heart of TVA. They are the day-to-day connection to the Trumann School District and all its valuable resources and support. TVA liaisons conduct weekly face-to-face, virtual, or a combination "check-in". This regular communication with students and parents is key to student success academically as well to ensure that students' social-emotional needs are being



LEA INSIGHTS

academically as well to ensure that students' social-emotional needs are being met. TVA liaisons develop a relationship with families that allows for deeper conversations and connections. Liaisons may make more frequent contacts or home visits with students who need additional support and encouragement.

Print materials and supplies needed to perform lessons (example: art lessons). Some supplies used in lessons are typical household items. The parent/student will need to notify the student's assigned liaison in advance if the student needs supplies to complete lessons. Weekly "check-ins" with the student's assigned TVA Liaison to provide a good time to review work completed and upcoming lessons/materials needed.

The TVA K-12 Coordinator works in partnership with building-level administrators, counselors, and the district social worker to ensure each student's safety and security.

EXAMPLES of SUPPORTS to SPECIAL POPULATIONS:

Example 1: Our school social worker, who serves as our homeless liaison and foster care liaison, will work with the TVA Coordinator to ensure any TVA students identified in these populations receives equitable services during their virtual experiences via: synchronous mentoring, reaching out to families to aid with assistance in finding needed services, etc.

Example 2: Our school migrant coordinator will work with the TVA Coordinator to ensure any TVA students identified in this population receives equitable services during their virtual experiences via: synchronous or onsite small group interventions and parental involvement activities.



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.

As per AR DESE guidance and the Trumann School District's TVA Handbook, all digital learners will be expected to return onsite for dyslexia screenings, interim assessments, and state-mandated testing.

Assessments Included: DIBELS and STAR testing in grades K-2, Dyslexia screenings, ACT Aspire in grades 3-10, ACT for Grade 11, CIVICS testing in 9-12, ELPA testing for ELL students, DLM assessments, etc.

This expectation will be made clear to parents at the committee discussion at the onset of "enrollment" in digital learning as well as in the Trumann Virtual Academy Handbook given to parents at enrollment and found digitally on the Trumann Virtual Academy webpage.

Throughout the year, parents will be notified about specific testing dates in a variety of methods including letters home via mail, REMIND alerts, social media posts, liaison contacts including emails, phone calls, texts, phone calls, messaging through social media, or home visits.

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.



EFFECTIVENESS of the DIGITAL OPTION: Trumann Virtual Academy will be monitored by the district support structure, in which the Professional Learning Communities for TVA Liaison, Building Level Leadership Teams, and the District Level Leadership Team meet and discuss their findings, analyzed data, anecdotal records from discussions with parents/guardians, students, and staff, and survey data to ensure the planned TVA DIGITAL OPTION is operating effectively. Each layer will meet a minimum of monthly to review data, discuss goals, and ensure next steps are planned to ensure progress. The PLAN-DO-CHECK model is in place in each of these support layers.

Data will be collected from Lincoln Learning (grades on formative and summative assessments), STAR reading/math scores, iStation prescriptive learning program, Freckle math learning program, ACT Aspire, ACT, DIBELS, Dyslexia Screening (K-2), attendance, and discipline records. At weekly liaison check-ins, TVA liaisons will discuss data trends with parents/guardians. Each quarter, the TVA Coordinator will lead the TVA liaisons and their building teams to review all TVA data and look for areas of weakness that needs to be addressed in TVA committee meetings and areas of growth to celebrate with students and families. Parents/Guardians have ongoing access to grades in Lincoln Learning using the “gradebook” feature. This allows them to be continually connected to their student’s progress in each course.

FIDELITY of IMPLEMENTATION:

For the Trumann School District, “fidelity” is not a new term. The FIDELITY of the model is essential to success. The design of TVA centers around the PLAN-DO-CHECK model. The TVA Coordinator acts as the “leader” of this campus without “walls” and leads the TVA liaisons in working with digital learners, acting as their “one-stop-shop” for services and needs.

As mentioned in the response above, student academic progress will be monitored via weekly “check-ins” and via the monitoring of their scores on interim and summative assessments. Whether students are growing or struggling, their progress or lack thereof will be discussed with building-level leadership, the student’s TVA committee, and the student with their parents/guardians. The goal is to monitor their learning progress and to ensure academic growth for the student. If the student is not meeting growth expectations, the TVA committee for that student will convene and discuss the best adjustments to make to ensure learning. Again, if students are growing, the PLAN-DO-CHECK model is in place to ensure the FIDELITY is reviewed and adjustments are made when success lags.



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)



The Trumann school district understands the value of creating a collaborative and caring learning environment and knows the important correlation between parent/guardian ENGAGEMENT in a student's learning and a student's success as a student. Potential TVA parents have access to our district and Trumann Virtual Academy webpages. These pages have valuable resources; including a digital link for the Trumann Virtual Academy Handbook, to help parents make informed decisions when applying for enrollment in TVA. Parents may also reach out to the K-12 TVA Coordinator for more information about the program or to set up a meeting for a more detailed discussion before the formal application process begins. Parents are an integral part of the digital learning process as members of the decision-making committee when looking at possible placement in the TVA program, and in deciding on the best types of learning (synchronous, asynchronous, blended, onsite) for their students.

Once a student is accepted into Trumann Virtual Academy, parents/guardians and students will be provided ongoing support and ENGAGEMENT OPPORTUNITIES in a variety of methods. At the beginning of the 2021-2022 school year, TVA will host an open house for parents/guardians and students to gain information about the LMS, student and parent expectations, and questions about technology use. Parents can log into Lincoln Learning/Buzz and access student's grades and completed work at any time using the student's username and password. TSD parents also have access to Home Access Center to view grades from onsite or synchronous courses. Families unable to attend Open House will be supported by the district with home delivery of materials and phone calls/ZOOM VCS meets to discuss how to access learning, share schedules, how to monitor student progress, how to request services, when and how to contact the TVA liaison, etc.

In addition to the weekly student check-in, TVA liaisons will ENGAGE with parents/guardians throughout the year to provide regular updates through phone calls and emails on content and schedule changes, grades, activity within the LMS, and any programming changes. TVA liaisons will also hold parent/teacher conferences twice a year. These will be held in-person onsite to discuss student progress, skill mastery, and address concerns from the liaison and parent perspective.

Parents/Guardians are expected to ENGAGE in their students' digital learning. Per the TVA Handbook parents roles and responsibilities include; ensuring that students attend instruction as designed/scheduled by the team, ensuring technology is cared for and used appropriately, participating in all "team" meetings virtually or person, ensuring students attend all "check-ins", and setting a structure in the home that supports the learner.

TVA students' ENGAGEMENT is an important part of their educational success. Students and parents who do not actively engage in 2-way communication with liaisons or regularly engage with their provided curriculum meeting the work expectation of "one lesson per course per day", may be required to return onsite per committee decision.



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

<https://drive.google.com/file/d/1QCnfywu0As5ZFdOLv2eRauXNfbDpVirY/view?u>

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

<https://docs.google.com/spreadsheets/d/1mQesTZeFrnESg0lfcjLY0V4io3Lxpsbul>

Policies

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

<https://docs.google.com/document/d/1sDdbLJhyg7hurHIGs7xsdqTmErnANWqy>

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

<https://docs.google.com/document/d/1sDdbLJhyg7hurHIGs7xsdqTmErnANWqy>

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

<https://docs.google.com/document/d/1sDdbLJhyg7hurHIGs7xsdqTmErnANWqy>

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