



Act 1240 Digital Learning Waiver Request

Status: **Submitted to ADE DESE**

 **Cotter School District (0302000)**

School Year 2022-2023

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

Applications will be reviewed in the order received. Incomplete applications will be returned to the district.

A notification letter will be sent to the superintendent at the email address listed above upon approval by the Arkansas State Board of Education.

NOTE: The approved application must then be posted on the district website - State Required Information.

District:

LEA #: 0302000

Superintendent: Vanessa Jones

Email: vthomasjones@cotterschools.net

Phone: (870) 435-6171

Duration Requested (not to exceed three years): 1 Year
(School year 2022-2023 to 2022-2023)

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

| LEA(s) | Grades/Courses | Interaction | Delivery | Platforms |
|---|----------------|--------------|--------------------------------------|-----------|
| 0302006 - Amanda Gist Elementary School | K-6 | Asynchronous | Virtual (Online) / Remote (Distance) | LMS |
| | | Synchronous | | CMS |
| 0302007 - Cotter High School | 7-12 | Asynchronous | Virtual (Online) / Remote (Distance) | LMS |
| | | Synchronous | | CMS |



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) | Absences for students enrolled in digital courses shall be determined by the actual time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes the required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy. |



| Waiver Topic | Standard for Accreditation | Division Rules | Arkansas Statutes | Indicate if the district is applying for the waiver and explain how the district waiver will be utilized. |
|---|----------------------------|--|-------------------|---|
| Class Size Number of students: | 1-A.5 | DESE Rules Governing Class Size and Teaching Load | 6-17-812(a)(2) | Waiver is not being requested. Class sizes are as follows: K-6 18 students 7-12 26 students We are not applying for a waiver. |
| Teaching Load Number of students: Teacher of Record provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load. | 1-A.5 | DESE Rules Governing Class Size and Teaching Load | 6-17-812 | Waiver is not being requested. |



| Waiver Topic | Standard for Accreditation | Division Rules | Arkansas Statutes | Indicate if the district is applying for the waiver and explain how the district waiver will be utilized. |
|--|----------------------------|----------------|-----------------------|---|
| Six Hour Instructional Day (Waiver applies to virtual/remote students only) | 1-A.4.2 | | 6-16-102; 6-10-126 | When technology-based approaches are the primary instructional delivery for specific groups of students that are receiving their instruction through a technology-based approaches, a six-hours instructional day is not applicable. Students may not work a complete six-hour day, they will be schedule for a 1.0 average daily membership. |
| Clock Hours | 1-A.2 | | | If the instruction is primarily technology based for digital learners, 120 hours per course is not applicable. Digital learning students will be enrolled in a fully daily schedule. The students will work as needed to complete their coursework. |



| Waiver Topic | Standard for Accreditation | Division Rules | Arkansas Statutes | Indicate if the district is applying for the waiver and explain how the district waiver will be utilized. |
|--|----------------------------|--|-------------------|---|
| Recess (Waiver applies to virtual/remote students only) | 1-A.4.3 | DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11 | 6-6-102(a)(5) | <p>Cotter Public Schools will not provide a 40-minute recess on days, or portions of day, when technology based approaches are the primary instructional delivery or for specific groups of students that are receiving their instruction primarily through technology based programs.</p> <p>Cotter School District encourages students to be physically active daily.</p> |

Digital Model

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

Interaction / Delivery

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



Teachers and students in our virtual program will use interaction methods that are both asynchronous and synchronous.

Cotter School District will utilize an asynchronous model with a virtual/remote provider. Cotter School District contracts services through approved Arkansas Department of Elementary and Secondary Education Digital Learning providers (DESE). Cotter School District will use Lincoln Learning for approved content as well as the Teacher of Record provided by Lincoln Learning. K-2 will be synchronous five days a week to administer phonics and phonemic awareness instruction. Students will use Heggerty for their phonemic awareness instruction and Benchmark Phonics for the phonics instruction. Teachers will also be utilizing a sound wall. Teacher created content as well as content from Lincoln learning will be used to provide quality instruction for the Science of Reading. This will be provided five days a week to students. Teachers will Zoom with students for an hour a day. Students in grades 3-6 will be synchronous four days a week. Lincoln learning as well as teacher created content will be used synchronously to deliver instruction in the Science of Reading four days a week. Students will work asynchronously each day to also complete lessons assigned from Lincoln Learning. Students will be required to maintain pace in the core curriculum and attend synchronous instruction. Students will attend these meetings through Zoom and these will be required of virtual students. Teachers are provided an hour and 15 minutes of plan time a week and they will be compensated for their time.

Current numbers:

K-4

1st-1

2nd-2

3rd-3

4th-2

5th-5

6th-1

Total-18

If our numbers were to increase, Cotter School District would compensate additional teachers to teach the Science of Reading.

Cotter School District will utilize Arkansas Public School Resource Center (APSRC) for grades K-6. This digital provider provides the course materials and the Teacher of Record. Digital providers through (APSRC) are required to develop instructional materials meeting the Arkansas standards for each approved course. The APSRC digital providers use the asynchronous models. Our certified teachers will provide Science of Reading synchronous learning daily at an approved time and students will be required to zoom with teacher each day. The teacher of record will grade work in the BUZZ platform.



Students in grades 7-12 will utilize the Virtual Arkansas learning platform. Virtual Arkansas provides their own teacher and also the content. Students will use the asynchronous models. Students will also be required to zoom with our 7-12 facilitator once a week in order to answer any questions or address any concerns. Virtual Arkansas is a virtual learning experience that harnesses the benefit of synchronous or “live” instruction in connection with aligned asynchronous courses. This allows the students and instructors to develop relationships, address needed instruction, and flexibility with learning. Students/teachers are also able to communicate 24/7 via CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers and facilitator are expected to reply to students within 24 hours of student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.

Students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom sessions are shown to be more successful than students who do not attend.

Cotter School District has two digital learning facilitators to answer any questions. They can be contacted daily via email or phone call. Our maximum number of students that we will enroll in Virtual Arkansas is 30. We have placed a maximum of students as we want to ensure that we are able to get students in the courses that they need.

Current numbers:

7th-8

8th-3

9th-5

10th-3

11th-6

12th-3

Total-28.

WPA students may come to campus two days a week for after-school tutoring and get onsite instructional support.

Cotter School District has two facilitators in the Warrior Pride Academy (WPA). The K-6 facilitator will monitor student logins and also monitor progress. The facilitator will also correspond with the Teacher of record through Lincoln Learning. Attendance will be taken each day based on logins. The 7-12 facilitator will also monitor student logins in the Virtual Arkansas and monitor student progress. Attendance will be taken daily using login information and course progress.

The Warrior Pride Academy (WPA) will use the DESE approved virtual provider Virtual Arkansas to provide a fully online learning experience for all



LEA INSIGHTS

provide virtual transcripts to provide a fully online learning experience for all our students.

Control over the pace, place, and time assignments are completed through asynchronous learning by students.

Scheduled Zoom meetings weekly will allow the facilitator to communicate and check on students to ensure academic success.

Students in grades 7-12 are able to participate in a hybrid model by coming onto campus to participate in extracurricular activities.



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.

Cotter School District will be utilizing virtual and remote learning. Cotter School District students will access their content through the learning management system(s). Teachers will be subcontracted through an approved DESE digital learning program which is Lincoln Learning and also Virtual Arkansas.

Cotter School District grades K-6 will utilize online virtual remote learning through Arkansas Public School Resource Center (APSRC). Lincoln Learning provides an asynchronous approach for student online learning. Students will engage in their digital coursework through the BUZZ Learning Management System (LMS). Students will have opportunities to engage in asynchronous learning daily as well as synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online. Certified teachers will do SOR with K-2 and 3-6 students. The K-2 teacher will engage daily with students and teach the SOR and the 3-6 teacher will engage 4 days a week. The teachers will be compensated on an hourly basis. BUZZ/ Lincoln Learning and Google Classroom are the primary LMS systems employed by the district for frequent communication and delivery of lessons.

Cotter School District grades 7-12 will utilize online virtual remote learning through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or a true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teachers. All learning will take place online.

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

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



Cotter Warrior Pride Academy (WPA) students will engage in content provided by DESE approved digital learning providers.

Cotter School District will be using APSRC approved DESE digital provider for its delivery of instruction for our K-6 virtual learners. Students will be engaged in Lincoln Learning content. APSRC provides a fully certified Arkansas teacher of record while we provide the facilitator. Cotter School District provides two facilitators for digital learning students. One facilitator is licensed and one facilitator is a paraprofessional. APSRC provides training and support for facilitators via the Arkansas Public School Resource Center Office. Teachers that are assigned to the virtual students are compensated on an hourly basis. Certified teachers will zoom with students after school for an hour. The K-2 certified teacher will provide literacy instruction will take place synchronously for an hour each day and the 3-6 certified teacher will provide literacy instruction and will take place synchronously for an hour each day four days a week. Students will be working asynchronously five days a week in the BUZZ platform with content from Lincoln learning. Teachers that are teaching the Science of Reading will be compensated on an hourly basis during after school hours. Teachers are also compensated for their planning time after school hours. They are currently utilizing an hour and 15 minutes a week for planning. If the need arises and the time needs to increase, Cotter School District will compensate those teachers for their time as well.

Cotter School District will be using Virtual Arkansas for its delivery of instruction for our virtual learners. Virtual Arkansas provides a fully certified Arkansas teacher while we provide the facilitator. Virtual Arkansas provides the training and support for our facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities.

This facilitator will be dedicated to this role to facilitate and maintain communication between the student/parent, virtual teachers, and Cotter Public Schools to monitor progress.

https://docs.google.com/document/d/1Fi7_kMd8FVEG6_fgX2iQWw13ruQVJb2uyu_1hp-E_s/edit?usp=sharing

Cotter School District wants to ensure students are learning equitably whether onsite or remote. Special education students will meet with their Cotter teachers through zooms and/or google classroom. These teachers are licensed Cotter teachers. The special education instructors will be serving both onsite students and virtual students. Special education instructors will determine the best method of delivery based upon the needs of the students. Digital content will be available to students if that is best suited for student learning with support provided through the IFP



...served for student learning with support provided through the LEA accommodations as well as special education teacher support.

Gifted students will be served by the Cotter School District Gifted and Talented teacher who will determine the best method of instruction to meet the needs of individual students. Gifted and Talented teachers will be serving both onsite and virtual students. Gifted and Talented teachers will act as the advisor to digital Gifted and Talented students. Gifted and Talented teachers will be active in planning and developing the student's coursework. Gifted and Talented teachers will work actively in cooperation with students, parents, and digital learning teachers.

Dyslexia interventions will be provided to students by a Cotter School District interventionist at two hours a week. This is the required amount of time to complete the district-adopted Dyslexia program with fidelity. Dyslexia interventionists will be serving both onsite and virtual students at different intervention times. Digital learning students who exhibit markers for dyslexia have the opportunity to participate in onsite or zoom meetings to complete the intervention. The parents of the digital learning students will choose the option that works best for their situation.



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

The digital learning facilitator will serve as the student advisor to all digital learning students. The advisor's role is to support students' online learning experience. This includes monitoring student progress, attendance, and engagement.

The digital learning director with consultation from the respectful grade level school counselor will make recommendations for additional services, including, but not limited to, counseling, School Intervention Team (SIT) referral, and additional synchronous times to meet students' individual needs. Recommendations from the teacher of record will be taken into consideration and a parent meeting will be held to discuss the opportunities.

Science of Reading instructors will be required to upload the content instruction into Google Classroom. The teachers are required to interact with their students through email, zooms, and personal contacts. Teachers are required to interact with parents/students as needed by the students for optimal learning. They will be compensated on an hourly basis.

Virtual Arkansas courses, teachers actively monitor their courses, provide synchronous sessions and maintain regular communication via the LMS and SIS messaging systems. Each week teachers send a grade report to the students and parent/guardian initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged to attend all Zoom sessions and at least once per week.

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

We do not plan to use this waiver. We will not plan to exceed the maximum class size permitted.

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

We do not plan to use this waiver.



Technology / Platforms

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

The Warrior Pride Academy (WPA) will use the learning management system of the purchased platforms.

Arkansas Public School Resource utilizes the BUZZ platform (grades K-6).

Virtual Arkansas utilizes the Canvas platform (grades 7-12).

Special Education and Gifted and Talented teacher(s) will utilize Google classroom for their students.

Grades will be entered in Eschool by the digital learning facilitators every week. Students and parents will be able to see grades in real-time throughout their respective learning management systems.

Parents and students will have access to their grades through the Home Access Center (HAC).

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



Teachers and students in our Warrior Pride Academy will use interaction methods that are both synchronous and asynchronous.

Approved DESE digital providers will provide a content management system to their teachers. The DESE approved digital providers are Arkansas Public Resource Center and Virtual Arkansas.

Arkansas Public Resource Center approved DESE digital providers will provide the content management system to their teachers.

Cotter School District will purchase Teacher-Led Courses through APSRC along with the content. The District will purchase Lincoln learning content with a Lincoln Learning teacher facilitator.

The amount of synchronous and asynchronous instruction will vary based on grade-level bands. Lower grades will utilize more synchronous learning time than upper grade levels, but virtual Zoom meetings will be utilized to engage students in live instruction at all grade levels.

K-6 interaction will include a literacy block and individualized time with a teacher. K-2 literacy instruction will be synchronous daily. Literacy instruction will focus on phonemic awareness and phonics. Students will use Heggerty for their phonemic awareness instruction. Benchmark literacy resources along with teacher created content will be used. Lincoln learning will also be used. Teacher created content will be used to provide quality instruction based on the Science of Reading. Teachers will be compensated in addition to their regular pay.

Interaction for grades 3-6 will be synchronous three days a week. Lincoln learning as well as teacher created content will be used to synchronously deliver instruction in the Science of Reading three days a week. Students will work asynchronously three days per week to complete lessons assigned from Lincoln Learning. Students will be required to maintain pace in the core curriculum and to attend synchronous instruction sessions three days a week. Our facilitator will monitor student coursework alongside the Lincoln Learning teacher of record. The facilitator will communicate with teacher of record, students, and parents weekly to address any concerns and to ensure that students are engaged and making progress in their coursework.

Grades 7-12 interaction will consist of asynchronous learning through the Virtual Arkansas platform. Our facilitator will monitor student login, attendance, and coursework. If student are not logging in and completing work we will utilize the steps on our Disengaged Learner Protocol.

Students will be required to Zoom weekly with their Virtual Arkansas teachers. Attendance will be taken through Virtual Arkansas with our facilitator monitoring academic progress



monitoring academic progress.

Students will be required to maintain passing grades in each course that they are enrolled in. Failure to maintain the passing grade will result in probation in the Warrior Pride Academy. If grades are not improved by the end of the semester, return to onsite instruction may be required.

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.

Teachers and students will utilize the Zoom platform remote instruction. This will also be used to communicate with students on an individual basis and with parents.



Describe the technology access (device and connectivity) that will be provided to each digital learning student to ensure each student receives a free public education.

The district provides a Chromebook to all students in grades K-12. All needed software and apps will be installed on Chromebooks. Chromebooks will be available for swap out if needed. District-owned hotspots will be available for check-out by those students who have limited or no internet. Students and families may contact the District Technology Department during regular school hours via email or telephone if there is an issue.

WIFI is available outside of central office administration building. All school issued devices are monitored using Go Guardian.

In order to ensure that students are using devices at appropriate times, student devices are shut off from 11PM-6AM for all students in grades K-8.

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.



Counseling services that are currently available to our students who participate in on-site instruction will also be available to virtual students. Our other counseling services, Burrell Health, will also be available for virtual students. Counselors can make a referral to this organization if they feel that students need more intense counseling services.

At various times throughout the year virtual students will be asked to report to a designated site on our campus for state mandated health screenings. Vaccination requirements will be monitored for virtual students as well.

It is very important for our staff to see and interact with our virtual students in real time. Facilitators will be checking in on these students daily or weekly as needed. The LMS provides our teachers/facilitators the opportunity to monitor student logins in real-time. In the event that students do not login on a regular basis and attend scheduled synchronous instruction, attempts to contact them via phone call, email, and or text will be made. If no contact has been made within 5 days, the Virtual Learning Facilitator will report their concerns to the principal and the school counselor. This is then when the protocol for disengaged learners will be enacted.

To ensure that families are prepared for learning from home, Warrior Pride Academy parents must watch training on the ASPRC website for the BUZZ learning. Parents of students in grades 7-12 will attend the Virtual Arkansas training.

An organized Chromebook/hotspot pickup will be designated. This will be the time to secure parent/student signatures for the MOU as well as a parent contract for the semester.

https://docs.google.com/document/d/16oD7HbudT56TODomuPERpLiudBOlWmnJFWqLH3B_xIU/edit?usp=sharing

Digital learning students have the opportunity to request hot meals (breakfast/and or lunch) through the school cafeteria on a daily basis. Parents are required to fill out the online survey in order to sign up for meals. The Nutrition director will organize the meal pick-up for students.

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



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.



Warrior Pride Academy will utilize two certified teachers in grades K-6 to teach the Science of Reading to students in these grades. These teachers will monitor student academic engagement and progress.

K-2 students will Zoom with the digital learning teachers five days a week to access instruction and feedback on assigned lessons. On these days, students will also have access to the digital learning facilitator or teacher of record through Lincoln learning to address any concerns or problems. Engagement will be measured based on weekly progress and attendance,

Students in grades 3-6 will Zoom with the digital learning teachers four days a week to access instruction and feedback on assigned lessons. They will be held to the same requirements/expectations as above.

7-12 students will engage content through Canvas. The Virtual Arkansas facilitator will monitor student progress and engagement and communicate through email. Students who are not being successful with digital learning will be requested to return to on-site instruction after all other means of support have been exhausted.

Weekly progress monitoring will take place utilizing reports from the learning management system and attendance records. The students will be sent an email with their weekly progress. If students are falling behind, emails are also sent to parents as well as phone calls being utilized. The communication log is also shared with building principals. All students must log in and work in their coursework and/or zoom with their instructors if that is a requirement of the course.

Virtual Arkansas teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual Arkansas will involve the partnering school through the facilitator, first. Virtual Arkansas will contact the administrator or request the administrator to be contacted if the initial intervention is not successful.

If a student fails to login in the following protocol will be utilized in our Disengaged Learners Protocol.

https://docs.google.com/document/u/0/d/1Czepu_5Ck_YZHfXRg1RYmPcR9K2rsZPW_s0wOQ67t34/edit

<https://docs.google.com/document/d/1ytzw9l8RLdZ0lYj8qUbKWiOxyosT6vpSGZ5BFJcMUE/edit?usp=sharing>



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

All students are screened and monitored based on performance to determine if adequate progress is being met toward grade level standards. Students are provided supplemental instruction if they perform below grade level through a tiered structure of support.

All data collected at BOY, MOY, and EOY, common formative assessments, students will receive intervention based on need. Students will be encouraged to come onsite to receive skill based interventions to accommodate needs. Progress monitoring will be used to determine progress and adjust interventions.

All services provided by support programs, including Special Education, ELL, Dyslexia, Gifted and Talented, will be provided to on-site and digital learners.

Support Personnel include (but are not limited to):

School Counselor

Gifted and Talented Coordinator

Virtual Learning Facilitator

Dyslexia Interventionist

Students in grades K-2 will complete state required reading screenings on-site three times per year. Students in grades 3-11 will be given STAR Reading/Math Assessments.

All state assessments will be taken on our campus.



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

In order to support the Warrior Pride Academy (WPA) students the District uses current school year trends along with previous school years' data, including formative and summative assessments results, to make instructional decisions in the best interest of all students.

Kindergarten-2nd grade students will complete all state required screening assessments onsite three times per year to address the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding Skills. Students must come onsite for the screeners and all state-mandated assessments. Students in K-2 will take the Early Literacy/STAR Renaissance assessments.

3rd-8th grade will complete beginning (BOY), middle (MOY), and end (EOY) of the year assessments in core content areas. Students will take STAR Renaissance assessments in grades 3rd-8th grade.

Students in grades 3rd-10th grade will complete ACT Aspire Summative assessments onsite three times a year. They will be required to test onsite.

Facilitators will send results to parents and discuss academic goals or targets in the curriculum. Parents, and/or students will receive communication through texts, emails, phone calls, or zoom communication.



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

All K-2 students will be given universal screeners required by DESE and will be provided with the appropriate interventions. Students in grades 3-6 will be assessed using STAR assessments. If gaps are present, students will be assessed using Level 2 screener to identify if markers of dyslexia are present. Students in grades 7-12 may be referred by teachers for Level 2 screenings.

2-12th grade digital learning students identified with markers of dyslexia will be required to Zoom with interventionists or come on-site to receive services. Digital access to interventions for dyslexia will be delivered synchronously to accommodate and provide flexibility.

Progress will be monitored every six weeks to determine if goals are being met. If goals are not being met, adjustments will be made to interventions based on review of the data. Students will have access to all materials and resources needed.

Dyslexia interventionists and digital learning teachers may request a meeting to discuss possible indicators of markers of dyslexia for any digital learning student. RTI data and Level 1 data will be reviewed and performance will be evaluated. Parents will be notified of the need for additional assessments.



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

All requirements of the GT Program Approval Standards will be met for the K-12 gifted program for virtual students.
Virtual students who are referred for testing will be required to come on-site for testing.
GT coordinator will provide services via Google Classroom.

K-2 Virtual students-weekly enrichment activities will be provided in Google Classroom.

3-6 Virtual students-identified virtual students needs will be met once a week with content accessible in Google classroom. Those students will be required to Zoom once a week.

7-12 Virtual students-identified GT students will receive support services. Students have the option to come on-site and participate in all additional opportunity programs available to on-site students. Asynchronous zooms offered weekly during designated period can be utilized for additional support.

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

Cotter School District will ensure that standards for ESOL are met for onsite and digital learners.

Digital ESL students who require support with their classroom content can receive support through the ESL coordinator.

The digital learning teacher will have regular contact with parents to provide support and services needed.

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



Each Warrior Pride Academy (WPA) student with an IEP will be assigned a special education teacher in addition to his or her virtual teacher.

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

Any student assessment will be administered on-site due to validity requirements.

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

All students must come on-site for DLM and ACT Aspire assessments.

On-site evaluations for Special Education.

Training support for parents on how to use Google Classroom/BUZZ

Conferences held virtually or on-site

An IEP team may determine the appropriateness of virtual learning for a student and the accommodations that would be needed in that environment. If a student is not engaged in virtual learning, the IEP team will meet and decide if the student should return to on-site instruction.

Teachers serving students with IEPs will be given access to modifications and monitored for compliance.

Therapy will be provided on-site. A flexible schedule will be created to meet the needs of the student. Virtual therapy may be provided when determined appropriate by the IEP team.

504 services and supports will be provided by the digital learning teacher.

Special education services and supports will be determined by the student's IEP committee. The committee will determine the method for delivery of services that best meets the needs of the child and agreed upon by all parties involved. Accommodations will be provided through the learning management system. Students will be scheduled on-site for special education evaluations.



Describe common and frequently used digital accommodations that the district or school has provided to general education teachers to assist students in digital learning classes.

All students are provided with a chromebook with access to a learning management system. Content is loaded into the LMS.

Digital accommodations include text to speech and flexible assignments but are not limited to these.

Digital learning teachers will use Google classroom and BUZZ for assignments.

Teachers have access to technology training through Arkansas Ideas, OUR Coop, and district provided professional development.

Teacher Supports

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

The Cotter School District will purchase content and delivery through Virtual Arkansas for all students in grades 7th-12th grade.

The District will purchase a teacher of record and Lincoln Learning for our K-6th grade students.

The digital coursework provides core content and elective course offerings. Virtual Arkansas will provide the content and the teacher to facilitate the learning in grades 7th-12th grade.

An educational facilitator will be hired and trained on each learning platform for K-12th grade. This facilitator will communicate with students weekly on their progress or any issues they encounter. The facilitator will report lack of progress or failing grades to counselors and they will communicate with students to help with academic success.



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?

K-6 teachers that are identified in this role will be compensated for the additional duties and responsibilities that are needed to create content and deliver daily if content occurs outside the normal school hours.

Teachers will have a forty-five minute planning time each day for planning additional activities.

Special Education and Gifted and Talented teachers will coordinate their schedules with principals and adjustments can be made to accommodate the virtual students. Additional release time will be provided as needed to support the curriculum, accommodations, technology tools, instructional practices, etc.

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.

Cotter Public Schools does not discriminate on the basis of race, color, sex, national origin or disability in any of its policies, practices, or procedures.

In order to ensure all digital learners have equitable access to virtual instruction, the Cotter School District provides every student with a Chromebook and charger. The district also provides a mobile hotspot.

The district will use the following measures to ensure equitable access:
The budgeting and use of state and federal funds to provide equitable access to educational services
Equal access to technology devices and support in connectivity
Coordination with district support service programs including Special Education, 504, ESL, GT



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.

Parents will be notified of the onsite testing requirement:
During the initial application process and orientation event
Within the WPA Program guide
In weekly virtual learning updates leading up to each test administration
Via district communication for all students leading up to each test administration

Parents and students will be required to sign an MOU that outlines the guidelines for testing. If a parent refuses to bring their child onsite for testing they will no longer be allowed to participate in the Digital Learning Program.

Provide a detailed explanation of how the district will monitor and evaluate the effectiveness of the digital option(s) and the fidelity of implementation as described within this application.

The effectiveness of the digital programs will be monitored for student success by analyzing various data points weekly by the Digital Learning facilitator including student attendance, engagement levels, and achievement measure by formative and summative assessments. With the ongoing monitoring, modifications will be made to the district digital learning program on a monthly basis by administration and the digital learning facilitators.

Digital learning staff, counselors, and administrators will identify students receiving D/F grades to determine instructional next steps for students' success.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through Eschool and the Canvas.App.



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)

Digital learning students are Cotter School students therefore they are invited to participate in all on-campus activities. Digital learning families have the opportunity to participate in all family engagement activities sponsored by our district.

Digital learning facilitators are available to students and parents in assisting families with any struggles of digital learning. The parents are always encouraged to call, email, or stop by and talk to the facilitators.

Virtual Arkansas provides parents/guardian informational webinars throughout the school year for families. Teachers in Virtual Arkansas communicate course and grade updates weekly to parents/guardians via email. Family involvement is highly encouraged and extremely important to promote academic success.

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| Provide the URL to evidence of the local school board's approval of the waiver request(s). | https://docs.google.com/document/d/1Gg7J7mMIXHgK-pYf4CtqjKfsULFgVCh |
| 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/1h_LXkGkABYJ8f8-Q0CNXyKb4UCK |

Policies

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|---|---|
| Please provide a link (URL) to the attendance policy for digital learning students. | https://docs.google.com/document/d/1TTnoQ8mhlpbCTCjrg7_oLz_Y-kBVhYv |
| Please provide a link (URL) to the discipline policy for digital learning students. | https://docs.google.com/document/d/1to6HYd_FQoEgYR6JNGvr8-fdVm46QF |
| Please provide a link (URL) to the grading policy for digital learning students. | https://docs.google.com/document/d/1GZY1NDtxax4Lwsz6TTRqPYqVU6_49a |