



# Act 1240 Digital Learning Waiver Request

Status: **SBE Approved**

Concord School District (1201000)

School Year 2021-2022

Please use this Addendum to update your State Board approved Act 1240 Digital Learning Waiver Request.

- **Add grade levels** not included on the initial application.
- Remember to address each section of the application to include the grade level information being added.
- **All additions should be in red font.**
- Please do not remove or revise any information in the approved application.
- Email updated application to [Melissa.Matus@ade.arkansas.gov](mailto:Melissa.Matus@ade.arkansas.gov) .
- Updated applications are due September 1 by 5:00 p.m.

**District:**  
**LEA#:** 1201000  
**Superintendent:** Kenneth Moore  
**Email:** kenneth.moore@concordschools.org  
**travis.fletcher@concordschools.org**  
**Phone:** (870) 668-3844  
**Duration Requested (not to exceed five years):** 1 Year  
(School year 2021-2022 to 2022-2023)

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

LEA(s)	Grades/Courses	Interaction	Delivery	Platforms
1201001 - Concord Elementary School 1201002 - Concord High School	3-12	Asynchronous	Virtual(Online)/Remote (Distance)	LMS



## 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.
<b>Attendance</b>			6-18-213(a)(2)	The Concord School District is applying for this waiver. The District will utilize the amount of work completed to determine attendance instead of number of days. A student enrolled in the Concord Virtual Academy (high school) is expected to complete 5% of the semester's work weekly. If a student falls behind by 11%, the student will be considered in excess of allowable absences and subject to the District's attendance policy.
<b>Class Size</b> Number of students:	1-A.5	DESE Rules Governing Class Size and Teaching Load	6-17-812(a)(2)	The Concord School District is not applying for this waiver.
<b>Teaching Load</b> Number of students:  150		Teaching Load.	1-A.5	DESE Rules Governing Class Size and Teaching Load
<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</p>				



6-17-812

The  
Concord  
School  
District is  
not  
applying  
for this  
waiver.



Waiver Topic	Standard for Accreditation	Division Rules	Arkansas Statutes	Indicate if the district is applying for the waiver and explain how the district waiver will be utilized.
<b>Six Hour Instructional Day</b> (Waiver applies to virtual/remote students only)	1-A.4.2		6-16-102; 6-16-126	The Concord School District is applying for this waiver. The District's digital learning program, Concord Virtual Academy, will not require a six-hour instructional day. Instructional days will be based on assigned work and student progress.
<b>Clock Hours</b>	1-A.2			The Concord School District is applying for this waiver. The District will award a unit of credit for high school students enrolled in the Concord Virtual Academy based on a percentage of work completed at a passing (60%) score.
<b>Recess</b> (Waiver applies to virtual/remote students only)	1-A.4.3	DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index, Section 7.11	6-6-102(a)(5)	The Concord School District is applying for this waiver. The Concord Virtual Academy will not require 40 minutes of instructional time to be used for recess daily for virtual learning.



Digital Model



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



## Interaction / Delivery

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

The Concord Virtual Academy will serve students in grades K-2 utilizing Edgenuity's Accelerate virtual learning platform. The District will utilize Edgenuity's teachers and content coaches. Students are expected to interact with the content daily. The District also employs a virtual facilitator who serves as a point of contact for the student. Students in K-2 will be required to zoom daily with their on-site classroom teacher to meet the Science of Reading requirement.

The Concord Virtual Academy will serve as the District's digital program for grade 3-12. The Academy will serve both elementary and high school students. Through the Edgenuity LMS, teachers and students will interact asynchronously and synchronously with the digital content. Students at both levels will be enrolled in core academic classes with a programmed progression of digital instruction, guided practice, independent practice, and assessments. Students will have the flexibility to interact with the digital content at different times. A content coach will be available to all students for support. Additionally, the District will provide an on-site instructional facilitator, who is an Arkansas licensed teacher (Special Education K-12, Elementary 1-6, Middle School English 5-8), who will have the capability to interact with the digital content synchronously with the student.

The R.I.S.E. trained instructional facilitator will meet twice a week via zoom with students to address Science of Reading components for students in grades 3-6.

Instruction will be delivered through Edgenuity's LMS, which is an approved provider.

Students will receive online instruction daily. Students will be expected to participate within the digital program daily with adequate progress as required by the District to maintain enrollment in the digital program. The District's instructional facilitator will monitor student progress. The instructional facilitator will also be available to guide students through the online instructional content if needed.



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.

Concord Virtual Academy will utilize a blended delivery to meet the needs of both the teachers and the students. Students enrolled in the Academy will receive instruction through Edgenuity's learning management system. This instruction will be delivered virtually with a content coach available to assist the student. The virtual instructional facilitator will monitor student progress and be available to students throughout the day. In the event students need additional instruction, intervention, clarification, etc., the virtual instructor will be available either via Zoom or the student has the option to come to campus to receive in-person assistance. Students will be required to complete all district and state-mandated assessments in-person on the District's campus.

Students K-2 will be required to zoom daily with classroom teachers to meet the science or reading requirements.

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.

K-2 teachers will be serving in a dual role to meet the science of reading requirements. These teachers will provide a zoom link to students daily for the virtual student to participated during literacy instruction.

Teachers providing remote instruction will be provided through the LMS provider for the digital content. The District will provide an instructional facilitator who will be dedicated primarily to remote instruction. In the event a student is struggling experiences difficulty, the student may attend an on-site session with the instructional facilitator to address the difficulty. At that time, the instructional facilitator would fulfill a dual role.

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

K-2 teachers will provide daily literacy instruction and interact with virtual students.

It is expected that teachers provided through the LMS will provide daily instruction and interaction with virtual students. The District's instructional facilitator will monitor student progress, make personal contact with students and/or parents, and facilitate any on-site assistance.

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

The District is utilizing the waiver for class size. The District will monitor current enrollment in the Concord Virtual Academy weekly to ensure adequate support for students. The District will employ an instructional facilitator who solely works with the virtual platform and students. In the event student needs are not being met, the District will address additional support.



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

The District is utilizing the waiver for teaching load. The District will monitor current enrollment in the Concord Virtual Academy weekly to ensure adequate support for students. The District will employ an instructional facilitator who solely works with the virtual platform and students. In the event student needs are not being met, the District will address additional support.

## Technology / Platforms





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

The Concord School District's Concord Virtual Academy will utilize Edgenuity as the District's LMS. Students in grades 6-12 will enroll in Edgenuity's Courseware, while student in **kindergarten through 5th grade will enroll in Edgenuity's Accelerate.**

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.

Through Edgenuity's Courseware and Accelerate, students enrolled in Concord Virtual Academy will be offered each core subject at each grade level. Electives and CTE classes will be offered at the high school level. The facilitator of Concord Virtual Academy will have access to lesson plans, student accounts, instructional and technical support through Edgenuity's platforms.

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

The video communication software required for any remote student will be Zoom video conferencing. This video communication will be utilized to provide intervention services, and provide synchronous learning sessions between the student and the instructional facilitator.

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.

Each student in the Concord School District is eligible to apply to the Concord Virtual Academy. Home access to connectivity is a strongly recommended for enrollment. Students who do not have reliable home internet access may request a district-issued hotspot. Each student enrolled in Concord Virtual Academy will receive a Chromebook purchased by the District to use in accessing the curriculum provided through the digital learning program. Due to limited connectivity in the District's geographical area, home access connectivity is significant to success in the digital learning platform. However, the District will provide hotspots in strategic geographical locations throughout the district's boundaries for digital learning.

## 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.

The wellness and safety of students enrolled in the Concord Virtual Academy will be monitored consistently. Meals will be provided to any virtual student choosing the option of school provided meals. Meals will be available for pick up daily or weekly based on preference of the student and family. The instructional facilitator will communicate weekly with students and families via Zoom or phone. During this communication, the facilitator will inquire about the student's needs. If a need is identified, the District has a support system consisting of the building level administrator, counselors, nurse, TBRI practitioners, and cafeteria director to address the 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.

Student engagement will be monitored daily and weekly based on student completion of coursework and proficiency level of completed coursework. The District's support system for virtual students include a content coach provided by Edgenuity and the District's instructional facilitator who is available to assist the student or coordinate with the District's on-site teacher to assist the student. The District's attendance, discipline, and grading policies are also structured to identify students struggling with engagement, so the District can intervene.

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

Through diagnostic assessments completed on-campus, remote students will have access to Edgenuity's academic intervention software, MyPath. Through this software, student's areas of deficit are identified and targeted through progressive lessons. The District will employ a certified interventionist to oversee and coordinate interventions for the entire district. The District's instructional facilitator will work directly with students in need of Tier I intervention. The District's interventionist will monitor the Tier II interventions provided through the digital LMS. These interventions are specifically tailored to the student's deficits. The instructional interventionist will monitor student progress and intervene when necessary. If the student remains in Tier II intervention after completing three weeks of intervention, the student will be required to attend on-campus small group intervention for the identified targeted area. If the student is in need of Tier III intervention, the student will be required to attend on-campus sessions with an Arkansas licensed special education educator. The instructional interventionist will monitor student progress and intervene when necessary.



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

All state and district mandated formative assessments will be required to be completed in-person and on-campus. Third through eighth grade will complete diagnostic/formative assessments three times a year through i-Ready. Third through tenth grade will complete the ACT Aspire assessment in the spring. Students will also complete a diagnostic/formative assessment in MyPath, the District's intervention program three times a year to provide additional data. If the student data indicates the student is below grade level, a conference will be held with the parents to discuss a return to on-campus learning.

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

Dyslexia screeners will be required to be completed in-person on the District's campus. Any student identified in need of dyslexia intervention services will be provided intervention via zoom per the weekly requirements of the District's intervention program with the District's dyslexia interventionist. The District will ensure dyslexia law requirements are met for virtual learners.

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

Any student enrolled in the Concord Virtual Academy identified as gifted and talented will be provided asynchronous enrichment activities through the District's certified Gifted and Talented certified instructor. Enrichment activities will be reflective of on-campus provided enrichment. Secondary differentiation will be provided by on-campus instructors to meet the state-mandated requirements. Seventh and eighth grade students will be provided a differentiated assignment through Google Classroom by the District's core teachers (English, math, social studies, and science). Students in grades nine through twelve will enroll in Pre-AP or AP class offerings through Edgenuity's Courseware LMS to meet the gifted and talented requirements. The District will ensure all Gifted and Talented program approval standards are met for virtual learners.



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

Any student enrolled in the Concord Virtual Academy identified as ESOL/ESL through the Home Language Usage Survey will be screened to determine need of services. ELPA21 screening and the ELPA21 Summative will be conducted on-campus. Once identified, an LPAC will convene on campus with a zoom option available to parents to determine needed and appropriate accommodations and services. Support will be offered both remotely and on-site to meet the need of the student. The District's ESL Coordinator will monitor accommodations and student progress. The District will ensure all LPAC requirements are met for virtual learners.

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

Students receiving Special Education services will be required to come on-site to complete special education testing provided by a licensed examiner. Special education conferences will be conducted in-person or via zoom based on parent preference. Edgenuity coursework will be adjusted to meet accommodations specified on the student's individualized education plan. In the event and accommodation cannot be met remotely, the District will provide a scheduled instructional time for the student to come on-site and receive services from district special education certified teachers. The District will ensure special education will be provided based on rules and regulations.

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

The District has provided all general education teachers access to Edgenuity's learning management system. The content can be manipulated to provide accommodations for students in digital learning classes. The District also utilizes the Read-Write App through Google to allow access to text for all students.

## Teacher Supports

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

The District will employ an instructional facilitator who will be the District's designated local virtual instructor. The facilitator along with other personnel within the district will continue to receive on-going professional development by Edgenuity. The professional development provided by Edgenuity will equip the facilitator with the skills and knowledge necessary to support students and parents in a virtual learning environment. The instructional facilitator will receive 40 minutes daily of planning time, 200 minutes per week.



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?

The instructional facilitator will facilitate the learning. All instruction, assignments, and assessments will be provided by instructors through Edgenuity.

## 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.

Students enrolled in the Concord Virtual Academy will complete all of the District's enrollment forms. Utilizing this information, the district will identify digital learners categorized as poverty, homeless, migrant, in foster care, or military connected. The District will closely monitor these students for any needs to ensure equitable access to opportunities for success.

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

The District's Testing Coordinator/Counselor will communicate with parents of students enrolled in the Concord Virtual Academy regarding statewide summative assessments. The counselor will establish a schedule within the testing window for digital learning students to attend on-campus testing sessions. The assessment dates will be communicated through a personal phone call to each virtual student's parent as well as published on the District's website and social media. Every effort will be made to provide an on-campus testing site to meet the needs of the student and their family. However, if a parent refuses to bring a student to campus for testing, that student will be calculated in the district's allowable 5% of students not tested.



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 Concord Virtual Academy will be measured by analyzing various data sets including student attendance, student achievement, and student engagement. Data will be gathered through various formative and summative assessments including ACTAspire, iReady, MyPath, CommonLit, etc. Parent and student surveys will be conducted to gather information about the digital platform, needs, positive and negative aspects of the virtual learning. The District utilizes established leadership teams to continually evaluate the effectiveness of various practices across the district. The District's virtual instructional facilitator will closely monitor student academic achievement daily. The facilitator will be in on-going communication with the district's administration team. During monthly leadership team meetings, the instructional facilitator will report student progress, student level of proficiency, and any concerns regarding the effectiveness of the program. Fidelity of implementation will be determined by student academic achievement. The leadership team is prepared to make adjustments as needed. Lack of student progress, reports of student difficulty within the digital program, reports of parent support struggles, etc., will be taken into consideration to determine the effectiveness of the digital program. If the digital program is not meeting the needs of the student, a conference will be scheduled to determine the best plan of action to meet those needs.

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 District understands the success of a student enrolled in the Concord Virtual Academy is directly related to parent and family engagement in the process. The District has designed an enrollment packet to actively engage parents and families in the decision to enroll in the Concord Virtual Academy. Once a student has successfully met the requirements for enrollment, the District has designed communication tools to maintain two-way communication with families. The District will also provide required training for students and families enrolled in the digital learning option. This will be a cooperative effort between the District and families and will establish a collaborative relationship between the students, families, and the District. The District's instructional facilitator, as well as the District's helpline, are available to families to further maintain engagement in the process.

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1317043](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1317043)



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

Survey: [https://docs.google.com/forms/d/e/1FAIpQLSeZ1DgD1mEKXtnBgUlhgn\\_](https://docs.google.com/forms/d/e/1FAIpQLSeZ1DgD1mEKXtnBgUlhgn_)

## Policies

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

<https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMFAF>

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

<https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMFAF>

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

<https://docs.google.com/document/d/18TXWsC2VM5NoAXN1a2hVVgLZDBMFAF>

[Back to Top](#)