



Act 1240 Digital Learning Waiver Request

Status: **Reviewed**

 Ozark School District (2404000)

School Year 2021-2022

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

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

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

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

District:

LEA #: 2404000

Superintendent: James Ford

Email: jim.ford@ozarkhillbillies.org

Phone: (479) 667-4118

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 |
|--|----------------|-----------------------------|--|-----------|
| 2404012 - Elgin B Milton Primary School 2404017 - Ozark Jr/Sr High School 2404004 - Ozark Middle School 2404013 - Ozark Upper Elementary School | K-12 | Asynchronous Synchronous | Virtual (Online) / Remote (Distance) | LMS |
| 2404017 - Ozark Jr/Sr High School | CTE Courses | Asynchronous Synchronous | Blended (Hybrid) | LMS |



Waivers

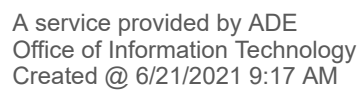
| Waiver Topic | Standard for Accreditation | Division Rules | Arkansas Statutes | Indicate if the district is applying for the waiver and explain how the district waiver will be utilized. |
|--------------|----------------------------|----------------|-------------------|---|
|--------------|----------------------------|----------------|-------------------|---|

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>Ozark School District will utilize online virtual (remote) learning through the Guy Fenter ESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in Guy Fenter ESC K-6 Virtual option will be measured through engagement. Students who are consistently not engaged may be removed from the virtual option and returned to onsite instruction.</p> |
| | | | | <p>Ozark School District will utilize online virtual (remote) learning through the Virtual Arkansas option for grades 7-12. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Canvas Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual. Due to the nature of asynchronous learning, the district requests the attendance waiver. Attendance in Virtual Arkansas option will be measured through engagement. Students who are consistently not engaged may be removed from the virtual option and returned to onsite instruction.</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. |
|--------------|----------------------------|----------------|-------------------|---|
|--------------|----------------------------|----------------|-------------------|---|

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



| 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>We are not requesting additional waivers for class size. 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> <p>The GFESC K-6 Virtual option is not requesting a Class Size waiver for any grades K-6. The class sizes will not exceed the allowable number of students in any of the grade levels K-6, regardless of the grade configuration per building. Several of the school districts participating in the GFESC K-6 Virtual option have grades 5-6 in the Elementary building, thus the GFESC K-6 Virtual option will follow the same guidelines for class size as they would for grades K-4.</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. |
|---|----------------------------|---|-----------------------|--|
| 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 | We are not requesting additional waivers for class size. 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. |
| Six Hour Instructional Day (Waiver applies to virtual/remote students only) | 1-A.4.2 | | 6-16-102; 6-16-126 | |



| 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>Students will have some control over time, place, and pace in the Guy Fenter ESC K-6 Virtual option. The district and Guy Fenter ESC K-6 will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p> <p>We are requesting the six hour instructional day waiver. Research shows students in grades 7-12 benefit from a shortened instructional day when learning virtually. The daily schedules for students will include 6 hours of learning; however, it may not take students the entire allotted time to successfully engage with the learning.</p> |
| Clock Hours | 1-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>We are requesting a waiver for clock hours for grades 7-12 only.</p> <p>Students in a virtual setting where learning is synchronous and/or asynchronous will learn in their own time, place, and pace. This may mean that 120 hours of seat time or clock hours per credit may not be needed to master the course standards.</p> <p>Students will have some control over time, place, and pace in the Virtual Arkansas option. The district and Virtual Arkansas will work with students and parents to ensure engagement in the flexible environment. The instructional day will be measured through engagement and mastery of content.</p> |
| Recess (Waiver applies to virtual/remote students only) | 1-A.4.3 | DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass | 6-6-102(a)(5) | |



| Waiver Topic | Standard for Accreditation | Index, Section Division Rules | Arkansas Statutes | Indicate if the district is applying for the waiver and explain how the district waiver will be utilized. |
|--------------|----------------------------|-------------------------------|-------------------|--|
| | | | | <p>The Ozark School district is requesting the Recess Waiver for the 2021-2022 school year. Recess will be a part of every virtual students' daily schedule. Students will be assigned lessons that support physical activities while learning asynchronously; however, it will not include synchronous supervision. Student schedules will include suggested breaks to ensure students have time in their day for physical activity. Physical activity and nutrition standards will also be embedded in the curriculum of classes as is appropriate. Required health screenings will be scheduled and conducted at the school.</p> <p>Guy Fenter ESC K-6 Virtual option teachers will ask virtual students to keep an activity log that will be checked bi-weekly. Parents and/or students will also be asked to share a video of themselves completing an activity/lesson, or complete an assignment that is directly related to the physical education content.</p> <p>N/A for grades 7-12. Virtual Arkansas does provide PE and Health as an offering for 7-12 grade students.</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. |
|--------------|----------------------------|----------------|-------------------|---|
| | | | | |

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 Guy Fenter ESC K-6 Virtual option is a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Our local Ozark School District general classroom teachers will focus their instructional responsibilities on onsite students. Building administrators, the district point of connection, counselors, special education teachers, interventionists, dyslexia specialists, ESOL teachers, etc. will continue to work with all students whether on-site or 100% virtual to ensure that all student needs are met. The GFESC K-6 Virtual option teachers and paraprofessionals will be responsible for all instruction for 100% virtual students. Students will have the opportunity to attend three Zoom sessions per week for each core content course and one Zoom per week for enhancement courses (i.e. Music, Art, PE). All Guy Fenter ESC K-6 virtual students will be required to attend a minimum of one Zoom session per week per content area. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday.

All of the components of the Science of Reading will be delivered through an approved program for grades K-6. The phonological awareness will be done by using Heggerty. The phonics component will be done with Foundations; they have online components to use through the FunHub. Foundations also has fluency passages that will check that will be used. The vocabulary and comprehension will be achieved through word choice and questions for science and social studies lessons. The Guy Fenter ESC K-6 Virtual teachers will be trained in Foundations and Heggerty and will have support from the GFESC Literacy Specialists. The Guy Fenter ESC Literacy Specialists will also work with the virtual teachers to ensure that they meet the needs of the students by using assessments and the data to drive their instruction. Assessments will be used to progress monitor and make certain that students are learning. Foundations has assessments that will be used to monitor proficiency, as well. If students don't get 80% on an assessment, the data can be used to plan reteaching before assessing prior to moving to the next unit. The Guy Fenter ESC Literacy Specialists will meet with school to teach/coach them on how to assess, how to use the data to ensure proficiency, what to do when students aren't proficient, and what intervention to use to meet the deficiencies. Additional Zoom sessions may be required to ensure that the Science of Reading requirements are met.

Every K-2 student will receive synchronous whole group instruction in phonological and phonemic awareness using the Heggerty curriculum. This synchronous whole group instruction is intended to last ten to fifteen minutes. The teachers will administer the PAST assessment to determine students' needs in small group instruction. The teachers will group the students based on the PAST data to meet automaticity in each level of the PAST assessment. The



Fluency data to meet automatically in each level of the PAST assessment. The teachers and students will utilize the manipulatives that were sent home with each student while working in small groups to add multisensory instruction to the small group.

Phonics instruction will occur as synchronous whole group instruction using the Foundations curriculum. This will be taught daily by the teacher and utilizing the FunHub resources found on the Wilson Language System website. The Foundations lessons will last approximately thirty minutes daily. After teaching each unit and assessing the students, the teacher will group students into small groups based on their encoding and decoding needs. The size of the group along with the time spent with each group will vary depending on the severity of the students' needs. Fluency will also be taught and assessed using the Foundations materials. The students will all receive decodable text in the form of words, phrases, and stories. This text will be used to practice daily in synchronous small group instruction as well.

Vocabulary and comprehension will be taught as synchronous whole group with a variety of fiction and nonfiction text including science and social studies text. Tier 2 vocabulary words will be from the read alouds. This whole group instruction time will vary depending on the length of the read aloud. A typical lesson will last between twenty to thirty minutes.

Small group instruction will be based on phonics and phonological awareness deficits. The instructor will use diagnostic assessments such as the PAST, Decoding Survey, Letter Knowledge Survey, to determine the students' needs and to group the students.

Sample Daily Schedule: K-2

8:15-8:30

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

- Teacher is implementing a phonological awareness program daily; following a sequence of instruction (Heggerty).

- Teacher uses engaging activities and materials to support instruction and represent sounds.

- Modeling followed by guided practice, including immediate, corrective feedback

- Teacher clearly and accurately pronounces individual sounds of words

- Students are actively engaged in multisensory instruction

- Instruction promotes automaticity

- Lesson includes an emphasis on phonological continuum in the absence of print

8:30-9:00

Phonics (Whole group) 30-40min Foundations

- Lesson includes a short review of previous learning.

- Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program

- Teacher uses manipulatives, such as letter tiles, Elkonin boxes and/or sound walls to reinforce the connection between phonemes (sounds) and graphemes (letters).

- Teacher introduces an explicit decoding strategy to blend simple words. (open and closed syllables)

- Students practice application of letter-sound knowledge to decode words, phrases and sentences using decodable text



LEA INSIGHTS

phrases and sentences using decodable text.

- Teacher introduces and frequently reviews high frequency words, both regular and irregular words (e.g., was, to, the)
- Teacher introduces an explicit encoding strategy to segment and map sounds to print.
- Students apply letter-sound knowledge to encode words, phrases and sentences (dictation).
- Instruction promotes automaticity (Foundations Fluency piece).

9:00-9:30

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

Vocabulary:

- Bring in academic vocabulary from science and social studies topics
- Using context to figure out unknown words; students discuss social and academic vocabulary from the book; Choose texts that fit science and social studies topics.
- Use context of the story to figure out unknown words; Teach one or two tier 2 vocabulary words; Students use vocabulary from the story.

Comprehension:

- Make predictions; Ask questions about science, social studies or morning message content; sequence events.
- Students make predictions using illustrations; Students use prior knowledge; Ask and answer questions about the text; Teacher models how to use text features to find information; Sequence events from the story.
- Make predictions; Discuss the meaning of the text; Confirm predictions; Sequence events; Compare and contrast characters; Discuss main idea and details; Ask and answer questions about text; Identify characters, setting, and major events from the story; Identify the main topic of nonfiction text.

9:30-9:45 Small Group Instruction 15-20min per group

- Lesson is based on student data.
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
- Explicit instruction promotes accuracy and automaticity with letters and sounds.
- Oral language/vocabulary activities are used to build language comprehension.
- Instruction promotes early concepts of print.
- Students are actively engaged in multisensory instruction.
- Instruction progresses from teacher modeling, to guided practice, to independent practice.
- Appropriate print materials are used (alphabet cards, letter books, decodable texts, task cards, wordless books).
- Phonological/phonemic awareness activities are used with students to build accuracy and automaticity of skills based on student data.
- Letter/Sound, Decoding Onset/Rime; Blending Word; Phrases and Sentence Fluency Activities are used to build automaticity in phonics sub-skills.
- Book Selection matches the decoding ability of the students based on student data.



Addendum :

https://docs.google.com/document/d/1w64UgYJ1mK_36GMy0owiv37ZnjcW2DCXoM1hd156V8s/edit?usp=sharing

Virtual Arkansas is a “high touch” virtual learning experience that harnesses the benefit of synchronous or “live” instruction married with aligned asynchronous courses. This allows for students and instructors to develop relationships, address needed “just-in-time” instruction, and flexibility with learning. At the High School level, students are provided the opportunity to attend two Zoom sessions per week, per content area, and request additional one:one Zoom sessions as needed. While Zoom sessions are not required, they are highly encouraged as empirical data has shown students who attend Zoom are shown to be more successful than students who do not attend Zoom. All Ozark School District 7-12 virtual students will be required to attend a minimum of one Zoom session per week per course. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Students/teachers are also able to communicate 24/7 via the CANVAS LMS messaging or the SIS email system that is monitored by Virtual Arkansas. Teachers are expected to reply to students within 24 hours of a student communication during the school week. Students are expected to read and interact with messages in their courses on a daily basis during the school week.



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

Ozark School District will utilize online virtual (remote) learning through the Guy Fenter ESC K-6 Virtual option. The program will provide instruction using a dual model of both synchronous and asynchronous online learning. Students will engage in digital coursework through the Red Comet - Buzz Learning Management System (LMS). All students will have the opportunity to participate in live Zoom sessions for synchronous learning with the teacher. All learning and instruction will be virtual.

Ozark School District will utilize online virtual remote learning for grades 7-12 through Virtual Arkansas. Virtual Arkansas utilizes a synchronous and asynchronous approach or true blended model to online learning. Students will engage in their digital coursework through the CANVAS Learning Management System (LMS). Students will have opportunities to engage in synchronous learning through live scheduled Zoom meetings with their teacher. All learning will take place online. CTE courses offered through Virtual Arkansas will be in a blended format with a facilitator on campus and zoom, in addition to a Virtual Arkansas instructor. Students will receive instruction virtually, in addition to having the option to attend on-site skills sessions.

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.



Ozark School District will utilize the Guy Fenter ESC K-6 Virtual option for delivery of instruction for students that are 100% virtual. Ozark School District will provide an Arkansas certified teacher of record and a District Point of Connection.

The Guy Fenter ESC K-6 Virtual option will provide training and support for the District Point of Connection. The Guy Fenter ESC K-6 Virtual option will have Arkansas certified teachers as the instructors for all course content from the Red Comet - Buzz Learning Management System. The Guy Fenter ESC K-6 Virtual option is a model with synchronous targeted instruction partnered with asynchronous course content and enrichment. All Guy Fenter ESC K-6 Virtual teachers and paraprofessionals will be required to participate in professional development and digital training with support from the Guy Fenter ESC K-6 Virtual Coordinator.

Ozark School District will be using Virtual Arkansas for its delivery of instruction for our 100% virtual students in grades 7-12. Virtual Arkansas provides a fully certified Arkansas teacher of record while we provide the facilitator. Ozark School District will provide paraprofessionals as facilitators for its students who are utilizing Virtual Arkansas. The facilitator will serve in the required capacity per Virtual Arkansas, and as the district liaison. Virtual Arkansas provides training and support for facilitators via the Facilitator Coordinator. This model is a true blended model with synchronous targeted instruction partnered with asynchronous course content and activities. Each campus using Virtual Arkansas for virtual students will utilize a paraprofessional as the facilitator.

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



The Guy Fenter ESC K-6 Virtual option students will be required to attend a minimum of one Zoom session per week. It is highly encouraged that students attend all Zoom sessions each week. Research shows that students who attend Zoom sessions are more successful than students who do not attend Zoom sessions. Teachers and students will be able to communicate twenty-four hours a day using the Red Comet - Buzz Learning Management System or through the Guy Fenter ESC email system. Virtual teachers and/or paraprofessionals are expected to communicate with parents and students in the Guy Fenter ESC K-6 Virtual program on a daily basis Monday - Friday. The Guy Fenter ESC K-6 Virtual teachers are expected to monitor students and provide a weekly status report to students and parent/guardians, and initiate further contact with students that are demonstrating difficulties with course content. The Guy Fenter ESC K-6 Virtual teachers are required to respond to parent/guardian/student communication within a twenty-four hour time period. All teachers are continuously provided PD and/or support for engaging and relevant synchronous instruction.

For students in grades 7-12 utilizing 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 student and parent/guardian and initiate further contact with students demonstrating difficulties with course content. Students are highly encouraged but not required to attend all Zoom sessions. Teachers are continuously provided PD and support for providing engaging and relevant synchronous instruction.



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

Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. All Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals will be trained on the Red Comet - Buzz Learning Management System and provided support through professional development. The Guy Fenter ESC K-6 Virtual option Coordinator will also provide support for teachers and parents as needed.

We are not requesting additional waivers for class size for grades 7-12. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

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?



School districts that are using the Guy Fenter ESC K-6 Virtual option as a digital learning solution for students that are 100% virtual will make it possible for teachers on-site in the district to focus solely on face to face students, and virtual teachers to focus solely on virtual/digital students. Each teacher in grades K-3 will be assigned a paraprofessional to help provide support to both the teacher and the students. Each teacher in the 4-6 grades will have a half-time paraprofessional to help provide support to both the teacher and the students. The teachers will utilize the paraprofessionals for communication with students and/or parent/guardians, instructional support, differentiation, etc. The Guy Fenter ESC K-6 Virtual Coordinator will communicate regularly with the District Point of Connection and building administrators, as well as perform multiple observations/evaluations to monitor the teacher and/or students. Information gathered through observations will be shared with each respective school district and adjustments made as needed.

We are not requesting additional waivers for teacher load for grades 7-12. The Virtual Teacher provides virtual instruction to only students who are remote. Please note that 100% virtual (online) or remote (distance) classes are considered large group instruction courses as per DESE Rules for Distance and Digital Learning, and teaching load would not apply as per DESE Rules Governing Class Size and Teaching Load.

Virtual Arkansas partners with schools to ensure student success. In cases where districts are using Virtual Arkansas, teacher training and support is solely the responsibility of Virtual Arkansas. Partnership with the schools regarding providing a facilitator and communication back and forth pertaining to students is an ongoing part of the support expected in this model (synchronous/asynchronous) of instruction.

Technology / Platforms



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

The Red Comet - Buzz Learning Management System (LMS) will be utilized for the Guy Fenter ESC K-6 Virtual option. Additionally, all students and parents of the Ozark School District utilize Bloomz for communication.

The Canvas Learning Management System (LMS) will be utilized through Virtual Arkansas. This LMS is supplemented with the Student Information System (SIS) Genius. Genius is a registration, progress monitoring, and reporting tool which provides a daily snapshot of each student's progress, attendance, and engagement level. Additionally, Ozark School District uses Bloomz as its primary platform for student/parent/school communication. Students and parents in the virtual program will use Bloomz for that purpose as well.

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.



The Red Comet Courseware curriculum is aligned to the Arkansas State Standards, Common Core, and the Next Generation Science Standards. Courses consist of direct-instruction videos, rigorous assignments, performance tasks, and assessments to engage all students. The Red Comet - Buzz Learning Management System LMS allows teachers to customize all courses to match district and/or state frameworks, scope and sequence, and pacing guides. The Guy Fenter ESC K-6 Virtual option teachers and paraprofessionals can monitor student progress using the Gradebook and Reporting features built into the LMS. Each teacher will have an Educator Dashboard that allows for full program management by student, subject, teacher, grade level, assignment, district, etc. School district administrators, District Point of Connection, and the Guy Fenter ESC K-6 Virtual option Coordinator have full access to the Reporting feature of the LMS as well.

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

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



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

The Guy Fenter ESC K-6 Virtual option teachers and students will be utilizing Zoom video software for all synchronous learning opportunities. The Zoom software/app is downloaded to the district provided device and checked out to each 100% virtual student. The Guy Fenter ESC K-6 Virtual option teacher will provide synchronous instruction sessions with students via Zoom during scheduled times throughout each week. The Zoom link and Zoom schedule for each course will be posted in a common location within each course for easy use by both students and parents/guardians.

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



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 100% virtual student will be assigned a district device. Students who do not have reliable internet service may apply for a district-issued hotspot. Wi-Fi will be available on each campus in posted areas.

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 Guy Fenter ESC K-6 Virtual teachers are trained to employ actions and behaviors to ensure the physical and mental health of students. The Guy Fenter ESC K-6 Virtual teachers will use a variety of methods of communication to do this and partner with schools to ensure students are cared for. When a situation arises where intervention is determined to be needed beyond what can be done virtually, the Guy Fenter ESC K-6 Virtual option will contact the partnering school including the facilitator and counselor to step in to provide intervention. The Guy Fenter ESC K-6 Virtual option teachers are trained to report any suspected maltreatment/abuse to the Department of Health Services. Additionally, the Guy Fenter ESC K-6 Virtual option provides ongoing professional development to their teachers to support SEL strategies. Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.

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

Virtual students will have access to the school meal program through available daily pickups of meals at the buildings.



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.

Ozark School District has access to the Red Comet - Buzz Learning Management System to monitor students in real time. Virtual option teachers will initiate intervention when a teacher determines a student isn't actively engaging or successfully mastering the content. In cases where needed, Virtual option teachers will involve the partnering school through the Point of Connection, first. The Guy Fenter ESC K-6 Virtual option coordinator will contact administrators if the initial intervention is not successful.

Ozark School District has access to the Virtual Arkansas Genius SIS and the CANVAS LMS to monitor students in real time. 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.

Ozark School District administrators will follow up with Virtual Arkansas, the student, facilitator, parents, and others as necessary to provide further intervention in order to better engage the student.

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



The Guy Fenter ESC K-6 Virtual option teachers have been trained to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier 1 and 2 interventions and, if those are not successful, reach out to the partnering school regarding additional Tier 2 or Tier 3 interventions. The Guy Fenter ESC K-6 Virtual option also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks. Ozark School District will work with the facilitator and teachers at Guy Fenter ESC K-6 Virtual option to support and deliver further interventions.

Instruction decisions will be made using multiple data points, including assessment results- formative and summative, classwork, as well as student engagement data. Student engagement data includes attendance, discipline, and mobility in the current school year and in previous school years.

If a student is not making the required daily academic progress or is not engaging consistently, the GFESC K-6 Virtual teacher will intervene. The interventions may include, but are not limited to:

Teacher activity:

- A phone call to student and parents
- Create and implement Student Individualized Intervention Plan

- Academic coaching

Student activity:

- Specific completion of specific daily and/or weekly goals determined by the teacher and accomplished by the student.
- Mandatory in-person or virtual meetings with the teacher, student and/or parent to monitor progress.
- Increased time spent on coursework
- Remediation with a teacher to ensure success on assignments

Interventions may include but are not limited to weekly check in meetings with the GFESC K-6 Virtual teacher, parent and student meetings with campus administration, or a transition to face to face instruction. Interventions will be scheduled on an “as needed” basis for each student. All services provided by support programs, including Special Education, English Language Learner, or 504 plans, will be provided remotely as available. Students may be required to meet onsite for specific services and assessments.

The Virtual Arkansas 7-12 teachers have been trained in the RTI process to identify and intervene with immediacy when a student is determined to not be successful. They are trained to deliver Tier I and II interventions and, if those are not successful, reach out to the partnering school regarding additional Tier II or Tier III interventions. Virtual Arkansas also has a PLC structure designed to address intervention with targeted intervention meetings that occur in the 4th and 7th weeks of the 9 weeks. Ozark School District will work with the facilitator and teachers at Virtual Arkansas to support and deliver further interventions



and teachers at virtual times to support and deliver further interventions.

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

The Guy Fenter ESC K-6 Virtual Option has periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks.

Virtual Arkansas 7-12 courses have periodic formative assessments, checks for understanding, and pre-tests to determine students' mastery of learning throughout the modules of a course that are aligned to the summative module assessments. There are varied methods of assessment utilized both through the asynchronous course with open ended discussions/assessments, choice response activities, multiple choice, and hybrid assessments (open ended and multiple choice). Teachers also use weekly live Zoom to do informal formative checks to ensure clarity for students on asynchronous learning tasks. These strategies of formative assessment, both formal and informal, are utilized in order to guide the RTI process and methods of intervention.

Ozark School District facilitators will provide proctoring, monitoring of student progress, and support as needed.



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

The Ozark School District will ensure that all dyslexia law requirements are met for digital learners by providing dyslexia screening and intervention as needed for all students, no matter if they are on-site or fully virtual. Virtual students who qualify for services will receive ZOOM invitations to participate in their group's intervention session at the designated times each week.

The Guy Fenter ESC K-6 Virtual Option provides accessibility tools to support students with dyslexia. Dyslexia screening is provided virtually by the dyslexia interventionist at the student's home school or by district staff. Digital learning students identified with characteristics that could be associated with dyslexia are grouped with other students from their home school who have similar assessment results. Digital students will receive ZOOM invitations to participate in their group's intervention session at the designated times each week.

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

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



All GT Standards will be followed when designing programming for identified gifted students for students attending the Guy Fenter ESC K-6 Virtual Option. The policies of the partnering school district will be followed for virtual students. K-2 students will receive their 30 minutes of enrichment provided by a teacher who has completed the Teaching Differentiation & Growth Mindset in the K-2 classroom training. The teacher will document any evidence of gifted characteristics and share with the partnering school district. Any parental referrals for gifted testing will be made to the partnering district according to their policies. If a student is referred for gifted services the testing and the creation of a testing portfolio will be the responsibility of the partnering school district the student attends. Identified gifted students will have the option to participate in on-campus Gifted and Talented classes as approved by the district and/or will be served through the consultant teacher model in their virtual classes. For the consultant teacher model a gifted educator from the partner district will work with the virtual teacher in developing management plans, providing demonstrations lessons and supervising the gifted students' progress.

All current 7-12 grade Virtual Arkansas teachers will deliver the GT Program Option of Secondary Course Content (I.C, pg 21, GT Program Approval Standards). These teachers have completed Secondary Course Content training and will provide copies of training certificates and quarterly documentation of differentiation to participating districts, as required in the description of this program option in GT Program Approval Standards. Virtual Arkansas will ensure that any new hires will also complete this required training in order to provide this GT program option. Training and differentiation documentation will be obtained by contacting Kirsten Wilson, Virtual Arkansas Director of Curriculum and Instruction. An approved teacher of the gifted (licensed GT coordinator/GT teacher), employed by the participating school district maintains oversight of the students' activities at a minimum by collecting differentiation documentation on at least a quarterly basis and meeting with identified students monthly, as required by I.C.3 from GT Program Approval Standards.

The following AP courses will also be available to grade 10-12 students through Virtual Arkansas: (AP Art History, AP Biology, AP Calculus BC, AP Computer Science A, AP Computer Science Principles, AP Environmental Science, AP European History, AP Human Geography, AP Music Theory, AP Psychology, AP Spanish Language, AP Statistics, AP US Government and Politics, AP English Language and Composition, AP English Literature and Composition, AP Calculus AB, AP United States History, AP World History: Modern). Rebecca Mills, Virtual Arkansas AP Coordinator, will provide documentation of required AP teacher training and copies of approved AP syllabi for each course the district provides.

The following concurrent credit courses are available to grade 10-12 students through Virtual Arkansas: CC Oral Communication, CC English 11, CC English 12, CC Beyond Algebra II, CC Foreign Language, CC Fine Arts, CC World History, CC American History).

The participating district will ensure all requirements from GT Program Approval Standards will be maintained for virtual services



Approval standards will be maintained for virtual services.

Referrals - The District Gifted and Talented Coordinator will solicit information from the Virtual Teachers needed for the Gifted and Talented identification process.

All requirements from the Gifted and Talented Program Approval Standards will be met for virtual students

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



The Guy Fenter ESC Virtual option licensed teachers and trained paraprofessionals--under the supervision of district ESL coordinators--work with students to increase their language skills in speaking, listening, reading and writing. Professional development is provided for teachers and paras to support the language development and academic needs of English language learners. In addition, support is provided for the parents to be fully engaged in their child's education by providing them with training, information, and translation services through Cafecitos and Family Literacy. The Guy Fenter ESC K-6 Virtual option provides accessibility tools to support ESOL/ESL and will provide the needed accommodations/modifications per the individual LEP uploaded into the SIS by partnering schools.

For students enrolled in Virtual Arkansas 7-12, the district will ensure that all requirements of the District English Learner plan are met for on-site and remote learners, including ELPA21 screening and summative assessment provided by the district. Communication with families will be in a language and manner families will understand.

All ELL accommodations are determined by the districts' Language Proficiency and Assessment Committee (LPAC) and will be shared with the virtual platform providers who will ensure accommodations are provided so that English Learners have access to the core curriculum via providing integrated supports. The district will regularly communicate with the virtual platform provider regarding the ELL students' progress and make any necessary adjustments to needed accommodations and supports.

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



The Ozark School District Special Education teachers and paraprofessionals will provide support for IEP students in the Guy Fenter ESC K-6 Virtual option. Special Education services and supports will be determined by the student's IEP committee. This committee will determine the method of delivery of services. Accommodations will be provided through the Red Comet - Buzz Learning Management System. Students will be scheduled on-site for special education evaluations. Conferences will be conducted virtually if possible.

Virtual Arkansas teachers will provide information for evaluations and conferences when requested. Ozark School District will upload the modification/accommodation sheet to the Student Information System (SIS) within the first 10 days of school or enrollment if enrollment occurs after school begins. Virtual Arkansas courses are designed in such a way that all applicable accommodations/modifications can be met in the course in conjunction with services provided by the partnering school.

Special Education programs delivered in a virtual learning environment will follow all IDEA/Arkansas Rules and Regulations for Special Education. Information discussed during meetings will be documented and placed in the student's file. All modifications/accommodations will be provided according to students IEP. During virtual learning, students who have been identified as needing special education services will be served through Zoom, or other communication platforms. Based on progress monitoring data, students needing Special Education services may be required to meet face-to-face with district special education certified staff.

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

1. Provide explicit instruction,
2. Model learning strategies,
3. Make instruction accessible,
4. Provide tools to support learning, provide appropriate feedback, and capitalize on technology.

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



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

Digital accommodations available in the Guy Fenter ESC K-6 Virtual Option include but are not limited to: digital copies of notes, text to speech embedded in the learning platform, internet browser text reader, extended time on assignments, flexible assignments, and adaptive intervention resources.

All Virtual Teachers receive training on and have access to digital software/resources to ensure courses are adaptable to include interactive video tutorials, narrated text, concept maps, digital slide presentations, and usage of images. Interventions may be provided using online tools and assistive technology. Online tools and assistive technology will be available to Virtual general education teachers. Tools will include an interactive whiteboard, annotation tools, mirror image setting, text-to-speech translators, and speech-to-text transcribers.

Virtual Arkansas courses meet the guidelines of IDEA and Section 508. All courses are evaluated for accessibility using Web Content Accessibility Guidelines. Additionally, Virtual Arkansas utilizes embedded tools including ReadSpeaker to provide for students who need content read aloud. Virtual Arkansas also follows the Universal Design for Learning Principles to eliminate both visible and invisible barriers to learning.

Teacher Supports

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



The Ozark School District will utilize the Guy Fenter ESC K-6 Virtual Option as the digital content and instructional solution. The Guy Fenter ESC K-6 Virtual Option will incorporate training for the usage of the Red Comet - Buzz Learning Management System and virtual instructional strategies. All Guy Fenter ESC K-6 Virtual personnel will participate in both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. The Guy Fenter ESC K-6 Virtual Option will collaborate with a team of instructional and digital content experts for in-time support for all teachers. Finally, the Guy Fenter ESC K-6 Virtual Option will have a team of technology support specialists to assist with any technological issues. The Ozark School District will also provide all of the teachers in our district with enhanced training pertaining to Google Classroom, digital content delivery, and better techniques for providing instruction for students learning remotely. Additionally, training will support the use of the learning management system, effective virtual instruction methods, and strategies for maintaining effective student engagement in the virtual classroom. We are continuing these PD offerings to be fully prepared for any circumstance that would require our district teachers to provide instruction for remote learners. We believe that training all of our district teachers will be a way to reach out to multiple parents and families of both virtual and on-site students in the district.

Ozark School District will be utilizing Virtual Arkansas as our digital content and digital instruction solution. Virtual Arkansas provides robust online teacher training and development for all new teachers entering the field of online teaching. All Virtual Arkansas teachers are provided both directed/scheduled and embedded professional development activities, book studies, and weekly collaborative teams. Virtual Arkansas provides a team of instructional and digital content experts for just-in-time support for all teachers. Virtual Arkansas also has a team of technology support specialists to assist with any technology. As part of the Professional Learning Community process, Virtual Teachers will use student data to drive a continuous plan-do-check cycle of improvement. If there is a support need beyond what the Virtual teacher can provide, the Virtual Campus Coordinator will facilitate the support. On-going and job-embedded support will occur throughout the school year based on student achievement data and classroom observations.



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 Ozark School District will utilize the Guy Fenter ESC K-6 Virtual Option. The Guy Fenter ESC K-6 Virtual Option will, at minimum, follow the guidelines and policies set by the state of Arkansas in regard to teacher planning time (40 minutes per day). The Guy Fenter ESC K-6 Virtual Option will provide instructional and digital content support for point-in-time support for all teachers.

The Guy Fenter ESC K-6 Virtual Option will utilize curriculum developed by faculty members and subject matter experts within the Red Comet - Buzz Learning Management System which are aligned to Arkansas state standards. The Guy Fenter ESC K-6 Virtual option will provide professional development to aid personnel as they provide instruction to the students.

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

District Supports



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

The local school/district will provide all appropriate testing and support services for qualifying students. The Guy Fenter ESC K-6 Virtual Option teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

Ozark School District will provide all appropriate testing, proctoring, and support services for qualifying students. The Virtual Arkansas teachers will provide the appropriate testing data, classroom instructional services (as outlined by the appropriate documentation, ie, the IEP), and accommodations as necessary.

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 Ozark School District understands that all students are expected to take statewide summative assessments on-site per DESE guidance. Our school district also desires for all of our students to be tested in this manner and will do everything we can to ensure all of our fully virtual students come to campus and test. The Ozark School District will utilize all of the following methods to notify parents and students of on-site testing dates and requirements: social media, school text messaging system, school building calendars, student handbooks with testing dates, phone calls, mailed newsletters, and the school website. Testing will be set up for digital learning students with flexibility in mind to ensure that all fully virtual students will have the opportunity to test in a safe manner.

All Guy Fenter ESC K-6 Virtual Option students will be required to do statewide summative, and school/district required testing (iReady, ACT Aspire, etc..) at the building/district site. These tests will be conducted and monitored by the school/district personnel. All testing data will be shared by the school/district for analysis by Guy Fenter ESC K-6 Virtual Option personnel.

Virtual Arkansas requires trained proctors for major assessments. Ozark's plan for students to take proctored assessments includes providing a facilitator to: proctor major assessments, communicate with students and parents regarding upcoming assessments, and schedule time/date for the assessments. The District Test Coordinator and building principals will communicate with students and parents regarding required statewide summative assessments. District personnel will share data with Virtual Arkansas for analysis.

Ozark School District will utilize school district personnel at each campus to proctor statewide summative testing of virtual students and to notify parents and students of onsite testing dates and requirements through the district through the use of building calendars, phone calls, mail, emails, and/or messages through the LMS, and the district mass notification system.

Districts partnering with Virtual Arkansas will sign a memorandum of understanding to acknowledge this requirement. Communication with parents will include teacher emails, information posted within the announcement section of the learning management system, information via the learning management system with push notifications, and using the learning management system parent application.



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 Guy Fenter ESC K-6 Virtual Option will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents, schools, and students. The Guy Fenter ESC K-6 Virtual option will analyze student data such as common formative assessments, LMS work, and school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

Ozark School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Ozark School District will analyze student data from ACT Aspire, Guy Fenter ESC K-6 Virtual Option grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

Virtual Arkansas provides the partnering school with access to the SIS and CANVAS LMS. Facilitators are trained to pull grades from the SIS weekly to monitor student progress. Additionally, parents can access student grades through the Canvas App. Teachers send weekly reports via the SIS messaging that is sent to both student and parent email.

The 7-12 virtual option will be closely monitored for effectiveness by the District Superintendent, District Central Office Staff, and District Principal in partnership with Virtual Arkansas, and the Executive Director of Virtual Arkansas, along with Virtual Arkansas Academic Leadership team. Components that affect student achievement are addressed below.

Teacher Effectiveness: Virtual Arkansas will follow Arkansas Teacher Effectiveness Support System along with the National Standards for Online Teaching for teacher evaluations with scheduled and non scheduled virtual classroom visits.

Curriculum Effectiveness: The content in the learning management system will be reviewed formally on an annual basis through the Quality Matters K-12 Standards for Quality by Quality Matters trained virtual staff to ensure Arkansas standards and International standards for quality are being met. Additionally, Virtual Arkansas is in the process of having a variety of courses reviewed by Quality Matters to earn the Quality Matters Certification.

Student Achievement: Student learning will be monitored through formative and summative assessments. This monitoring will be in the form of a Professional Learning Community composed of Virtual Arkansas Teachers and Administration.

Data Sources: Monitoring, assessing, reflection on data (inferences and next steps). Parent, student, and staff (virtual) surveys will be conducted at least once per year to monitor the effectiveness of the services.

Ozark School District will monitor and evaluate the effectiveness of the digital



Ozark School District will monitor and evaluate the effectiveness of the digital option and the fidelity of implementation by conducting surveys of parents and students. Ozark School District will analyze student data from ACT Aspire, Virtual Arkansas grades, school/district specific assessments used for formative and summative purposes in order to evaluate the effectiveness of the program.

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)



Ozark School District will support parents and students with digital tools and resources including, point in time technical support for hardware and software issues, maintenance and support of the district LMS, access to district Wi-Fi available on campus and district-issued Wi-Fi hotspots on an as needed basis.

The Guy Fenter ESC K-6 Virtual Option will engage families into the digital learning process by granting access to the parent portal of the LMS to monitor their student's progress. The Guy Fenter ESC K-6 Virtual Option will conduct a parent orientation which will address key strategies for engagements and success in the virtual format. Families will be asked to complete surveys and participate in feedback forums for the program. The Guy Fenter ESC K-6 Virtual Option faculty will also conduct parent/teacher conferences as required by state standards.

Virtual Arkansas provides parent/guardian informational webinars throughout the school year for families of students in Virtual Arkansas courses. Virtual Arkansas teachers communicate course and grade updates weekly to parents/guardians with provided email addresses. Parents/guardians are also given access to the Parent Canvas App which allows them to monitor their students activity and grades within the course. Family engagement is highly valued and encouraged throughout the year by providing regular Virtual Arkansas updates, emails from teachers, just in time meetings at the local level, and up to date information on the Virtual Arkansas website, including the Virtual Arkansas Parent Guide (https://www.virtualarkansas.org/293342_2).

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

<https://docs.google.com/a/ozarkhillbillies.org/viewer?a=v&pid=sites&srcid=b3pl>

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

<https://docs.google.com/document/d/1Sp-WFtwTWDyEPHR2tdFjNID17UixcbRg>

Policies

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

<https://sites.google.com/a/ozarkhillbillies.org/ozark-financial/student-attendance>



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

<https://sites.google.com/a/ozarkhillbillies.org/ozark-financial/home/parent-stuc>

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

<https://sites.google.com/a/ozarkhillbillies.org/ozark-financial/home/parent-stuc>

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